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Sight Translation:

Linguistic and Technical Difficulties

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Sight Translation:
Linguistic and Technical Difficulties

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Dedication

I dedicate this thesis to my family, especially to my father Dr. Zuheir al-Khatib and to my wonderful mother Dr. Rihab Saleh, who guided me to begin and complete this thesis. To my beloved husband, and beautiful children Zaid, Ghazal and Taim.

Laila Zuheir Issa

Declaration

I declare that I have written and completed this Master Thesis by myself. Literal quotations and resources are clearly marked. This Master Thesis has not been used in the same or in a similar version to achieve any other academic degree to any other university or institution.

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Abstract

This research aims to investigate linguistic and technical mistakes of ‘sight translation’. It attempts to confirm the significance of adequate training and experience to perform ‘sight translation’ successfully. In this comparative exploratory study, data was collected by a questionnaire followed by a recorded sight translated material of two groups – First and Second year students enrolled in the academic year 2013-1014 in M.A. Translation and Interpreting Program at al-Quds University, and a group of sworn professional translators.

This thesis is hoped to urge translators and students to perform any type of translation or interpreting correctly, taking into consideration the syntactic, semantic and technical problems that have been found through this research. It concluded four major outcomes: first, untrained and inexperienced MA students demonstrated a notable shortage in performing ‘sight translation’, compared to professional translators.

This sheds light on the importance of training and experience in order to avoid and overcome its obstacles while performing. Second, most of the linguistic and technical mistakes were associated with legal and medical texts because of their difficult register and special technical terms. Thus, many students encountered lack of specialized vocabulary. Third, professional translators were more flexible in choosing syntactic features and have diverse choices of synonyms and equivalences. They had fewer pauses and hesitations than MA students, which make their ‘sight translation’ more reliable, and they could process the segments in a focused manner. Finally, the limited linguistic skills, lack of experience and lack of practice were the most important reasons behind students’ translation. Thus, this research suggests some recommendations that may set a path for further scholars in order to elaborate ‘sight translation’ on some of its details.

المشاكل اللغوية والتقنية في الترجمة المنظورة

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الملخص

تستقصي هذه الدراسة المشاكل اللغوية والتقنية التي تواجه المترجمين المبتدئين في الترجمة المنظورة من اللغة العربية إلى اللغة الإنجليزية وبالعكس وذلك اعتماداً على استبيان وستة نصوص في اللغتين الانجليزية والعربية تحتوي على مواضيع قانونية وطبية ووثائقية، حيث قام عشرة طلاب ملتحقين بالسنة الأولى والثانية ببرنامج الترجمة التحريرية والشفوية في جامعة القدس في السنة الدراسية 2013-2014 وعشرة مترجمين يحملون الختم القانوني من وزارة الحكم المحلي الفلسطينية بتعبئة الاستبيان وترجمة هذه النصوص. ولقد قامت الباحثة بتسجيل ترجمات الطلبة في مختبر اللغات في الجامعة وتسجيل ترجمة المترجمين في أماكن عملهم ومن ثم تحليلها لغوياً وتقنياً للمقارنة بين ترجمة المجموعتين.

ومن خلال تحليل كل من الإستبيان والترجمة توصلت الباحثة إلى أن مجموعة الطلبة واجهت أنواعاً مختلفة من المشاكل مقارنة بمجموعة المترجمين المحلفين، حيث تم استكشاف مشاكل لغوية والتي بدورها صنفّت الى مشاكل نحوية ومعجمية ومشاكل تقنية وهي المشكلات التي تتعلق بوضوح الصوت وإعادة الترجمة والتوقف خلالها وسرعتها.

ولقد توصلت الباحثة إلى نتائج عدة كان من أهمها أن طلبة الترجمة لا يمتلكون المهارة والخبرة والكفاءة الكافية في الترجمة المنظورة مقارنة بالمترجمين المحلفين، وهكذا فإنها تسلط هذه الترجمة

الضوء على أهمية التدريب المكثف لإتقانها، حيث حدثت معظم المشكلات في النصوص القانونية والطبية وذلك بسبب طبيعة مصطلحاتها التقنية. ونتيجة لذلك تقدم الباحثة عدداً من الاقتراحات والتوصيات تأمل ان تساهم في إكساب الطلبة المهارة الضرورية لتحسين أدائهم في هذا النوع من الترجمة والتغلب على صعوباتها.

List of Abbreviations

Term	Abbreviation
Consecutive Interpreting	CI
Simultaneous Interpreting	SI
Source Language	SL
Target Language	TL
Source Text	ST
Target Text	TT
Participant Translators	PT
Participant Students	PS

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Chapter I

Introduction to the Core and Domains of the Study

1.1 Introduction

Translators and interpreters play a special role in helping countries and communities with different languages and cultures to understand each other easily and to communicate directly. However, the cultural and linguistic differences between languages often lead to miscommunication and misunderstanding. Therefore, it is important to identify translation and interpreting problems, analyze them and suggest a range of strategies to avoid them. Lexical, syntactic, and technical difficulties of ‘sight translation’ are the most difficult challenges that were faced by most of student translators who were the main part in the sample of the study.

According to the Palestinian political circumstances and to the Israeli blockade, Palestinian authority tries to develop its economical and institutional situation through contacting different European and American organizations in order to support it financially. In this regard, translators and interpreters are considered as essential keys to help Palestinian authority and different foreign donor countries to communicate easily. Therefore, this current research presents different ‘sight translation’ difficulties and provides practical translation strategies that have been a great help in international conferences and meetings.

Catford defined translation as “[t]he replacement of a textual material in one language source language [SL] to an equivalent textual material in another language; target language [TL]” Catford (1965: 20). The word ‘textual’ in Catford’s definition refers to point out the written nature of translation.

The words ‘replacement’ and ‘equivalence’ that are mentioned in the previous definition indicate the importance of finding the proper equivalence in TL without any ambiguity. However, other linguists and theorists such as Newmark consider translation as a skill; he explained that “[t]ranslation is a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language” Newmark (1981: 7). According to Newmark’s definition, what can be understood is that translation is not a gift that someone can be born with; it is a skill that needs practice. Therefore, he used the words ‘craft’ and ‘attempt’ to refer to translation as a skill

and he also used the words ‘message’ and ‘statement’ in order to highlight two elements of a translated message: form and idea.

Translation approaches help translators and interpreters to be objective and professional in delivering the contents as well as the effects of conveyed messages, written or spoken in the ST without any changes, thus avoiding translation and interpreting mistakes. To illustrate more, Newmark (1981: 33), mentioned two different approaches to translation that focus on these two elements. He said that “[i]n semantic translation, the translator's main concern is being loyal to the author of the original text more than anything else. While in communicative translation, the translator is more concerned with the force and effect of the message on the receiver.”

1.2 Differences and Similarities between Translation and Interpreting

Due to the hybrid nature of ‘sight translation’ which combines the processes of both interpreting as well as translation, this part focuses on the differences and similarities of both in order to help the reader understand why and how do ‘sight translation’ problems happen and how to avoid them.

Translation and interpreting aim at re-expressing the idea and meaning of the SL message into the TL and at maintaining its form and function. They are closely related on the linguistic level and require the same fundamental skills of comprehending SL and TL. They use the same cognitive processes: comprehending, paraphrasing and rendering the meaning correctly. Both translators and interpreters need to acquire bilingual, conceptual and cultural knowledge.

On the other hand, the input and output of translation and interpreting constitute the major difference between them: written versus oral. In interpreting, the input and output are both oral while in translation they are both written. Hence, no memorization is required.

Unlike translation, the output of the interpreting is produced under time pressure because the oral input is presented only once by the speaker so interpreters cannot go back for correction or revision. They have to memorize what the speaker says and continuously translate it without pauses or hesitation. They need to pay special attention to the speaker's intonation and language register in order to convey his/her ideas and opinion in an

understandable way. Crystal (1987: 179) emphasizes the difference between interpreting and written translation:

“The difference between structure and use between spoken and written language are inevitable, because they are the product of radically different kinds of communicative situation. Speech is time-bound, dynamic, and transient while writing is space bound static permanent”.

He compared between them according to time and accessibility perspectives, whether time-bound or space-bound. In translation, the translator has got enough time to find the suitable equivalence and arranges his/her thoughts and ideas neatly. However, in interpreting, the speaker chooses simple and unsophisticated words and phrases; he/she organizes his/her speech spontaneously. Therefore, interpreters do not have enough time to think of several synonyms and equivalences when they produce oral output simultaneously.

1.3 Statement of the Problem

For the interpreter to be able to perform interpreting successfully, several factors are required. Serious training, adequate knowledge, considerable experience and hard effort are the most important factors that affect translation and interpreting production. Any loss or shortage of such factors would raise many linguistic challenges and difficulties to the surface.

The statement of the problem is that inexperienced translators and interpreters face several linguistic and technical challenges when they perform ‘sight translation’. Deficiency in lexical and syntactic skills, lack of SL and TL cultural background, misunderstanding the ideas of the SL text and interpreting with many pauses and hesitation are all translation problems that can be resolved and avoided with practice and experience. The following examples of ‘sight translation’ were given to two groups: participant students and participant translators.

Example 1:

Sentence: This contract shall come into effect

Translation by a participant student: سوف يأتي هذا العقد للتأثير

Translation by a participant translator: يصبح هذا العقد ساري المفعول

The use of the word 'سوف' in Example 1 above is incorrect. It should be translated to 'يصبح'. Example 1 shows that the participant student and the participant translator used two different strategies to translate the legal term 'shall come into effect'. The participant student used literal translation while the participant translator used the exact technical term.

Example 2:

Sentence: تساعد على ايجاد الثقة التي تسمح للانروا

Translation by a participant student: It finds confident that allow and help UNRWA

Translation by a participant translator: It helps to create the trust that allows UNRWA

The participant student mistranslated the source sentence and delivered incorrect information. He translated the words 'تسمح للانروا' into 'help UNRWA' instead of 'allows UNRWA'. He also used incorrect verb-noun agreement which is clearly shown in his translation of the phrase 'that allow and help UNRWA' instead of 'that allows and helps UNRWA'.

Example 3:

Sentence: bird flu outbreaks in dozens of Russian Villages

Translation by participant student: عشرات حالات انفلونزا الطيور في القرى الروسية

Translation by a participant translator: تفشي انفلونزا الطيور في العشرات من القرى الروسية

In Example 3 above, the participant student gave wrong translation and changed the idea of the given sentences. She mistranslated the words 'dozens of Russian Villages' into 'عشرات' instead of 'العشرات من القرى الروسية'. Therefore, there is a need to explore and study different problems and challenges in 'sight translation' and to analyze different solutions.

1.4 Questions of the Study

The study aims at answering the following questions:

- 1- What are the lexical, syntactic and technical problems and difficulties of 'sight translation' that inexperienced translators and interpreters face?
- 2- What are the causes of such problems?
- 3- How do these problems affect the performance of sight translators?

4- What strategies and solutions could be applied in order to avoid such problems?

1.5 Significance of the Study

Numerous researches have presented 'sight translation' in general, but few have focused on its challenges and problems which have not been widely investigated. This study draws attention to the importance of including 'sight translation' as a separate course in translation and interpreting programs on one hand and including it as a training and teaching tool to other types of interpreting, especially consecutive and simultaneous interpreting, on another hand. It also suggests new ideas and recommendations that hopefully will present a great help to translation students in simplifying and tackling any impasses to translation and interpreting in general and to 'sight translation' in particular which makes it one of few in its field.

1.6 Limitations of the Study

Although intensive effort and time were given to answer the research questions, certain limitations and shortcomings were revealed during researching and writing this thesis. Time constraints in finding and meeting the sample of the study greatly limited the sample size. Therefore, a questionnaire was utilized as a second procedure in collecting data.

Another limitation is the process of recording the translation of twenty participants, one by one, which required time and effort. In addition, the questionnaire could have included more questions to cover the entire area of the study from all analytical perspectives.

One more shortcoming is the auditory part, which needed to be analyzed from a wider range of scientific perspectives and not only from those discussed in chapter four of this research. Such perspectives need auditory specialists to analyze them but unfortunately, it is not an easy task to find such professionals. Thus, further studies are also needed to explore 'sight translation' in other audiology perspectives such as voice tone and intonation and also to investigate other types of interpreting and translation that affect and influence the performance of 'sight translation'.

1.7 Rationale of the Study

Although many studies have been carried out to analyze the basics of translation and interpreting processes, no comparative explanatory study on difficulties of ‘sight translation’ between professional translators and MA translation students has been conducted. This has motivated me to investigate and analyze these difficulties by comparing between performances of both student and translator participants. The problems have been analyzed from two main perspectives: (linguistic lexical, syntactic, and semantic) and technical.

1.8 Organization of the Study

This research is divided into five chapters. **Chapter I** introduces the guidelines of the research. It presents the statement of the problem, questions, significance, limitations and rationale of the study. **Chapter II** presents various theoretical points of view of ‘sight translation’ and explains its skills and types. It also sheds light on the importance of ‘sight translation’ as training and teaching tool for other types of interpreting such as SI and CI. **Chapter III** explains the procedures that were used in collecting the data. It presents the sample of the study and analyzes the data that were collected by a given questionnaire and by a recorded ‘sight translation’ of six different texts.

Chapter IV explores, classifies and analyzes the problems and difficulties of ‘sight translation’ that both MA Translation students and Professional Translators faced. These problems are classified into two main categories: Linguistic and Technical. Linguistic challenges are divided into Lexical and Syntactic mistakes, while Technical problems include pauses, hesitation, accent, intonation, loudness and clarity of voice. **Chapter V** presents the results of this comparative and analytical research. Based on these results, a set of recommendations is provided by the researcher in order to help translators to tackle and avoid such translation and interpreting problems.

Chapter II

Review of Related Literature

2.1 Introduction

This chapter presents the definitions of ‘sight translation’, taking into account the different opinions of several linguists and theorists. It also sheds light on the skills and types of ‘sight translation’ and gives a special attention to the importance of ‘sight translation’.

2.2 Theoretical Background

The following theoretical definitions and points of view of ‘sight translation’ explain its characteristics to help the reader understand its difficulties and problems more clearly and easily. To begin with, Lambert (2004: 294) defined ‘sight translation’ as follows:

“Sight translation involves the transposition of a text written in one language into a text delivered orally in another language. Since both aural and visual information processes are required, sight translation could be defined as a specific type of written translation as well as a variant of interpretation”.

In his definition, Lambert stated the double-sided features of ‘sight translation’: written input into oral output. This indicates its hybrid nature in that it involves both processes of translating and interpreting. Seleskovitch (1986) confirmed Lambert’s definition that “...the interpreter is obligated to convey a written text: in such cases the process involved is more akin to translation than to interpretation”. Seleskovitch focused on the relationship between two different bilingual communication styles, in that, the interpreter’s or the translator’s performance is nearer to translation than to interpreting.

Some features of ‘sight translation’ as oral function, immediacy and time restrictions make it not an easy task to be performed. Syssnummi (2003:9) stressed that “[t]he interpreter has to read the[ST], comprehend what he is reading, translate and produce the speech, and as if these tasks were not difficult enough by themselves, the interpreter has to do all of them simultaneously.” Syssnummi considered ‘sight translation’ a difficult task that requires a very precise coordination between cognitive and contextual operations; reading, comprehending a written material in SL and producing verbal material in TL to form a meaningful series of sentences in the foreign language. He also pointed to the difficulty of applying all the previous cognitive and contextual operations in the same time.

2.3 Skills Required for Training Sight Translation

To be able to analyze ‘sight translation’ problems, it is important to shed some light on some of essential skills that translators and interpreters need to have. Weber listed some necessary skills of ‘sight translation’. He said that “[S]kills included in ‘sight translation’ are: (1) rapid text analysis; (2) avoiding word-for-word interpreting; (3) rapid inversion of information from one cultural setting (language) to another; (4) public speaking techniques” Weber (1990:50).

Another important skill is ‘profound reading’, i.e. reading beyond the surface of the written ST to grasp both the explicit and implicit meanings. Practicing reading intensively and extensively would assist interpreters to deliver correct information easily. Performance and presentation skills are important to produce clear articulation with proper use of punctuation. This would serve the function of intonation, stress and rhythm correctly in a flexible voice modulation without short/long pauses or hesitation.

Paraphrasing is another essential skill for ‘sight translation’. This skill stimulates the mental ability of solving lexical and syntactic problems by focusing on ideas rather than on chunks of words, which helps translators to find the best equivalence quickly and easily in order to produce meaningful translation. Focusing on the content is of no less importance than maintaining the same level of specialized language as well as the same register of the SL.

It is worth mentioning that the interpreter’s self-confidence and concentration affect the way ‘sight translation’ is performed and they control the translator’s flexibility and accuracy while translating. Thus, listeners’ understanding might be affected by interpreter’s voice tone, pauses and intonation.

2.4 Types of Sight Translation

It is important to shed light on types of ‘sight translation’ and to analyze their features which will help translators understand the nature of ‘sight translation’ and perform it within clear steps. It also helps to predict translation and interpreting problems and the best strategies that should be used to tackle them. Ivars (2008) viewed ‘sight translation’ as an oral translation mode and divided it as follows:

- Unprepared 'sight translation', i.e. rendering a written text that has not been read before or prepared. In this type, interpreters and translators start to read, recognize and prepare the information and linguistic units in SL written text for the first time during the process of translation. They do not read or look at the written material before translating it orally.
- Prepared 'sight translation'. In this type, the interpreter is given the chance to read and prepare the SL written text before starting translation. It produces more accurate and fluent translation than unprepared one.
- 'Sight translation' in CI, in this type, the translator or interpreter uses 'sight translation' as a translating technique in performing CI. He/she takes notes when a speaker reads a text and translates those notes immediately. It is usually used in lectures.
- 'Sight translation' in SI, it is used in conferences when the interpreter has a copy of the conference papers. This type is considered the most difficult type because the interpreter needs to follow the speaker's speech while translating from the written text in the same time.

Other scholars such as Gile (1995) and Seleskovitch (1986) divided 'sight translation' into two types according to the factors that control its process as follows:

- First, internally controlled, where the production is controlled by the interpreters' or translators' own capacity and speed depending on the text only.
- Second, externally controlled, also known as 'sight interpreting', where the oral output is controlled by the speaker's speech as well as the written text. Therefore, the translator needs to focus on the speaker's modification of the written text, such as any additions or omissions.

2.5 The importance of Sight Translation

According to Weber, 'sight translation' plays an important role in developing translators' performance in other types of interpreting, especially in the preparation stage. He said, "[s]ight translation is an ideal tool, which, at this stage of the preparation, the interpreter can use to assimilate technical terms in context and to develop the instantaneous translation that reflexes to use technical terminology in a field in which he is so expert." Weber (1990:45). To explain more, Mikkelsen said:

Sight translation is a technique that is often given short shrift in translator/interpreter training programs, yet it is of vital importance both as a training tool and as part of the

daily work of professional translators and interpreters. [S]ight translation shares some component skills with simultaneous interpretation [SI], but it also has some unique elements Mikkelsen (1994: 381).

She explained the importance of ‘sight translation’ process as a preparatory and training tool which can help the interpreter develop interpreting skills and overcome the difficulty of technical terms that rarely used in everyday vocabulary. Another important factor of ‘sight translation’ in preparing for SI and CI is improving the speed of reading skills and developing the interpreter's memory that would help him/her to understand and store SL information easily and quickly. Thus, he/she can produce a coherent context in a TL without pauses or hesitation. Practicing ‘sight translation’ helps to focus on SL meaning units without trying to read backward or forward to know what has already gone or what is coming next.

‘Sight translation’ assists translators to stay close to the original text that leads to a harmonious and non-interrupted oral translation. Weber (1990:44), emphasized the idea that “a ‘sight translation’ must sound like the result of an oral communication and not a written text”. He means that the interpreter and translators should translate the written text as if it is an oral speech, in order to make the listeners understand and grasp its meaning as if it is spoken in their native language.

2.6 Summary

This chapter illustrates the definitions of ‘sight translation’ and its theoretical background according to different scholars and theorists. It also focuses on the basic skills and aspects of ‘sight translation’ and highlights its importance in training translators and interpreters.

Chapter III

Methodology

3.1 Introduction

This chapter presents the methodology and procedures used to collect and analyze the data. It falls in three parts. The first part introduces the sample of the study and the second part presents the methodology and procedures used in collecting the data. The third part analyzes the data collected from both the questionnaire and the recorded translation done by the participants.

3.2 Sample of the Study

The population of the study of twenty participants is divided into two groups. The first group consists of ten students enrolled in the first and second academic year of MA Program in Translation and Interpreting at Al-Quds University. The second group consists of ten professional sworn translators/interpreters, i.e. who have passed a translation exam set by the Palestinian Ministry of Justice. All twenty participants have B.A. degrees in English Language and Literature.

Both groups were asked to fill out a questionnaire regarding the problems and solutions of 'sight translation'. Then they were asked to sight-translate six different texts. The translations of the first group, i.e. the participant students, were recorded using the computer-recording program 'Audacity' in translation and interpreting laboratory at Al-Quds University under the supervision of a member of its teaching staff. The translations of the second group, i.e. the participant translators, were recorded using a normal recording machine as each of them performed their translation at their workplace. Since the researcher's aim is to emphasize the role of good training and experience, first and second year master translation students were selected because they were supposed not to have enough experience with 'sight translation'. On the other hand, professional translators/interpreters were extremely significant to this research; they were chosen to provide an effective picture of the importance of experience in translation and interpreting in general and in 'sight translation' in particular.

3.3 Methodology and Procedures

The methodology and procedures that were used in collecting the data were divided into four phases. The first phase began with planning and organizing the work; writing the questionnaire and preparing various English and Arabic texts to be translated. In the second phase, questionnaire distribution and allocation were done and the topic and aim of the thesis were explained before distributing it. Arranging appointments (place and time), interviewing the participants and recording their translation after taking their permission were done in the third phase. The last phase was collecting the data from both the questionnaire and recorded translations, and analyzing it using graphs and charts.

3.4 Data Analysis

This analysis was made to assess the quality of ‘sight translation’ performance which was performed by the sample of the study. It gives an overall evaluation of the adequacy of oral output and indicates its proximity with the written input. A questionnaire was designed to collect the participants' written responses to ‘sight translation’. It was introduced by a brief introduction to the thesis topic and aims. It included with seven multiple-choice questions in order to facilitate collecting and analyzing the data. One optional item was added to most of the questions in order to provide the participants with a chance to comment or add their opinions and to help the researcher to find more recommendations. This actually has helped the researcher to have a closer and deeper look to the results.

3.4.1 Questionnaire Analysis

The first question was addressed to find out the number of participants who have experienced ‘sight translation’ in the field of study or in the field of work. Nine participant translators have practiced ‘sight translation’ while only five participant students did. The second question was asked to know the participants’ understanding of ‘sight translation’ and if they can differentiate between it and other types of interpreting. Seven participant translators showed awareness of the correct definition of ‘sight translation’ and the other three were confused between ‘sight translation’ and SI. The oral output of both types seemed to be the reason for this confusion. On the other hand, five participant students have recognized the correct definition of ‘sight translation’ while the other five mixed between ‘sight translation’, CI and SI.

Since 'sight translation' is a hybrid between translation and interpreting, its problems derive from the processes of both. Thus, the third question was added to answer the first question of the questions of the study in chapter two. According to the participant translators' responses, 'synchronization of reading and interpreting in the same time' and 'lack of time finding the suitable equivalent' are the major problems. Such problems happened because of the difficulty of changing from oral to written form simultaneously and because of the time-bound character which mostly affects performing 'sight translation' negatively.

On the other hand, five participant students selected the problems 'weakness of the background knowledge' and 'lack of time finding suitable translation equivalent' respectively but the other five selected the problems 'lack of grasping the text' and 'weakness in synchronization of reading and interpreting in the same time' respectively. This could be related to the inadequate competence that participant students face.

These problems indicate the participant students' weakness in shifting from written to oral modes simultaneously, as well as in reading comprehension skills and their lack of understanding the SL text correctly.

The fourth question of the questionnaire answers the research question 'What strategies and solutions could be applied in order to avoid and solve these problems?' It is also a tricky question because it presents 'Omitting information' as an acceptable solution to solve translation problems but it actually leads to wrong and weak translation. In fact, this strategy is considered the easiest one that most inexperienced and unqualified translators and interpreters tend to use. This shows their weakness in finding practical solutions and their insufficient syntactic and lexical knowledge, which leads to poor and wrong translation, and interpreting. On the other hand, 'selecting the main idea' strategy was chosen by six participant translators as their best strategy in performing 'sight translation'. It helps the translators to convey the SL message into TL correctly. Another successful strategy that four participant translators have selected is 'paraphrasing', it helps translators to focus on the meaning of the sentence rather than the words and it also helps them to avoid word for word translation.

The fifth question was asked to know the participants' satisfaction and evaluation of the solutions and strategies that were mentioned in the previous question. Eight participant translators evaluated their own choices as acceptable solutions. This indicates their proper linguistic competence in solving translation and interpreting difficulties. Six participant students are fully convinced of their choices, whereas four of them are only partially

satisfied with their answers. This can be explained by assuming that participant students are less self-confident than translators are.

The sixth question aimed at verifying the participants' opinion about the importance of teaching 'sight translation. Eight participant translators agreed that 'sight translation' should be integrated with other translation courses, while only five participant translators did. This result shows that participant translators are more aware of the importance of teaching 'sight translation' than the participant students.

The seventh question was addressed to gather the participants' opinions and points of view of the most appropriate university stage at which 'sight translation' should be taught. Six participant translators have agreed that the final stage, the graduation academic year, is the most suitable one while six participant students agreed that the mid-stage is the most suitable one. What can be understood is that the final stage is the most suitable one to teach 'sight translation', and that because translation students will learn the linguistic and syntactic knowledge of SL and TL before studying 'sight translation' in details.

3.4.2 Recorded Sight Translation Analysis

The variety of six different texts that were given to the participants have assessed their linguistic skills and measured their ability to analyze the texts beyond their surface forms. Data was analyzed according to the analytical aspects of Shunnaq A. (2012) To ensure the accuracy and reliability of the results, the participants' translations were recorded, transcribed and thoroughly analyzed according to the following three points; comprehending the texts correctly, re-expressing the lexical units and conducting the subject and performing interpreting process within clear voice and proper intonation. The first three legal texts and their suggested translation were taken from Hatim, Shunnaq, and Buckley (1995:169-170).

Text 1

Article Two: Duration of the contract

This contract shall come into effect as of 20/12/1977 and may be terminated by either of the two parties in the event of serious disagreements or circumstances beyond the control of the two parties which compel the second party to leave....., without need to give prior notice and without receiving any dues or indemnities.

Model Translation:

المادة الثانية: مدة العقد

يصبح هذا العقد ساري المفعول اعتباراً من 1977\12\20 ويمكن لأي من الطرفين انهاءه في حال حدوث خلافات عميقة، أو في حال حدوث ظروف خارجة عن إرادة أي من الطرفين تضطر الطرف الثاني لمغادرة..... دون حاجة لإعطاء إشعار مسبق ودون الحصول على أي حقوق أو تعويضات.

#	English words/expressions	Suggested Arabic translation	Acceptable		Unacceptable		Left out	
			PT	PS	PT	PS	PT	PS
1	duration of the contract	مدة العقد	9	4		1	1	5
2	this contract shall	يصبح هذا العقد	7	5		2	3	3
3	come into effect	ساري المفعول	9	5		2	1	3
4	as 20 /12 /1977	اعتباراً من 1977\12\20	10	10				
5	and may be terminated	ويمكن لأي من الطرفين إنهاءه	10	6		3		1
6	by either		10	8				2
7	of the two parties		10	8		1		1
8	in the event of	في حال حدوث	10	6		1		3
9	serious disagreement	خلافات عميقة	9	5		3	1	2
10	or circumstances	او في حالة حدوث أي ظروف	10	6				4
11	beyond the control of the two parties	خارجة عن إرادة الطرفين	10	4		2		4
12	which compel the second party	تضطر الطرف الثاني	9	3	1	3		4
13	to leave...	لمغادرة...	10	9				1
14	without need to give	دون حاجة الى اعطاء	10	10				
15	prior notice	اشعار مسبق	10	6		2		2
16	and without receiving	ودون الحصول على	9	5		1	1	4
17	any dues or indemnities	أي حقوق او تعويضات	9	4		2	1	4

Table (1): Text 1 analysis

Text 1 contains seventeen items with different legal technical terms. As it is shown from Table (1), twelve items out of seventeen were given incorrect translation by the first group, participant students.

This result shows that participant students prefer to translate word by word and leave difficult items without translation, especially legal terms. For example, four participant students fail to translate the legal term ‘This contract shall come into effect’ which means ‘يصبح هذا العقد ساري المفعول’ while six participant students left it without translation. Another example is the items ‘which compel the second party’ which means ‘تضطر الطرف الثاني’; three participant students did not give the correct translation and four left it out. The phrase ‘prior notice’ which means ‘اشعار مسبق’ was translated correctly by only six participant students while all ten participant translators could translate it correctly. Four participant students could translate the phrase ‘any dues or indemnities’ which means ‘اي حقوق او تعويضات’ whereas nine participant translators translated it correctly. These results shed light on the weakness that participant students face in translating legal terms.

Text 2

المادة الخامسة: الوضع القانوني:

يتمتع الطرف الثاني، أثناء هذا العرض، بكامل الإمتيازات والحقوق التي يقرّها نظام العمل في المملكة العربية السعودية والتي تنطبق على جميع موظفي الطرف الأول.

Model Translation:

Article Five: Legal Status

During the period of this contract, the second party shall enjoy all the privileges and rights recognized by the Labor Law in the Kingdom of Saudi Arabia and which apply to all employees of the first party.

Arabic words/expressions		Suggested English translation	Acceptable		Unacceptable		Left Out	
			PT	PS	PT	PS	PT	PS
1	الوضع القانوني	Legal status	10	7				3
2	يتمتع	shall enjoy	9	7		2	1	1
3	الطرف الثاني	the second party	10	8		1		1
4	اثناء هذا العرض	during the period of this contract	10	8		2		
5	بكامل الامتيازات والحقوق	all the privileges and rights	10	3		4		3
6	التي يُقرّها	recognized by	9	8				2
7	نظام العمل	the labor law	10	8		1		1
8	في المملكة العربية السعودية	in the Kingdom of Saudi Arabia	10	8		1		1
9	والتي تنطبق على	and which apply to	10	8				2
10	جميع موظفي	all employees	10	9				1
11	الطرف الاول	of the first party	10	8		1		1
12	المادة الخامسة	Article five	10	8		2		

Table (2): Text 2 analysis

Although this text is shorter than Text 1, but it is rich with different legal terms and it contains twelve items, of which participant students gave incorrect translation to eight items and left out ten items without translation. Here are some examples that explain participant students' performance. The phrase 'بكامل الامتيازات و الحقوق', which means 'all the privileges and rights' was translated correctly by all the participant translators while only three participant students could give its proper translation but the other three participant students left it out without translation. The term 'يتمتع الطرف الثاني' which means 'shall enjoy the second part' was mistranslated by three participant students and left out by two, while nine participant translators gave the correct translation.

Text 3

المادة السابعة:

لا يحق للطرف الثاني مزاوله أي عمل او نشاطات أخرى لحساب الغير أو لحسابه الخاص عدا العمل الذي نصّ عليه عقده مع الشركة العربية للتغذية.

Model Translation:

Article Seven

The Second Party may not pursue any other work or activities in the interests of another party or in his own interests other than the work stipulated for him by his contract with the Arab Company for Foodstuffs.

#	Arabic words/expressions	Suggested English translation	Acceptable		Unacceptable		Left out	
			PT	PS	PT	PS	PT	P S
1	المادة السابعة	Article seven	10	8				2
2	لا يحق	May not	9	8			1	1
3	للطرف الثاني	The second party	10	9				1
4	مزاوله	Pursue	10	7		2		1
5	أي عمل او نشاطات اخرى	Any other work or activities	10	8		2		
6	لحساب	In the interest	10	9				1
7	الغير	Of another party	10	8				2
8	او لحسابه الخاص	Or his own interest	10	8		1		1
9	عدا	Other than	10	7		1		2
10	العمل	The work	10	9				1
11	الذي نصّ عليه	Stipulated	10	6		2		2
12	عقده	By his contract	10	9				1
13	مع الشركة العربية للتغذية	with the Arab Company for Nutrition	10	4		2		4

Table (3): Text 3 analysis

As can be seen from Table (3) above, participant students face a serious translation problem regarding legal texts. For example, four participant students out of ten gave incorrect translation for the phrase 'مزاولة اي عمل او نشاطات اخرى' which means 'pursue any other work or activities' and one student did not translate the word 'مزاولة'. Another example is the phrase 'مع الشركة العربية للتغذية' which means 'with the Arabian company for Nutrition' was translated correctly by only four participant students and the other four did not give the right translation. Another example is the phrase 'الذي نص عليه' which means 'stipulated' was translated correctly by only six participant students and the other four left it out, whereas all participant translators found out its correct translation.

Text 4

Warnings:

Before commencing treatment, a doctor's examination is required in order to determine the source of your bladder disturbance. Inform your doctor if you are sensitive to any type of food or medicine. This medicine contains lactose.

If you were told by your doctor that you are sensitive to certain sugars, consult your doctor before taking this medicine.

Model Translation:

تحذيرات:

قبل البدء بالعلاج يجب القيام بفحص لدى الطبيب لتحديد مصدر الاضطراب في نشاط المثانة.

يجب ابلاغ الطبيب اذا كنت حساساً لأي نوع من الطعام أو الدواء.

يحتوي هذا الدواء على لاكتوز.

اذا قيل لك بأنك حساس لأنواع معينة من السكريات. قم باستشارة طبيبك قبل تناول هذا الدواء.

#	English words / expressions	Suggested Arabic translation	Acceptable		Unacceptable		Left out	
			PT	PS	PT	PS	PT	PS
1	Warnings	تحذيرات	10	10				
2	before commencing	قبل البدء	10	9		1		
3	treatment	بالعلاج	10	7		3		
4	doctor's examination	فحص الطبيب	10	7		2		1
5	is required	مطلوب	10	9				1
6	in order to determine	لتحديد	10	9				1
7	the source of	مصدر	10	7		1		2
8	of your bladder	بنشاط المثانة	8	3	1	4	1	3
9	disturbance	الاضطراب	9	5		2	1	3
10	inform	يجب ابلاغ	10	9				1
11	your doctor	طبيبك	10	10				
12	if you are sensitive	إذا كنت حساسا	10	9				1
13	to any type of	لأي نوع من	10	9				1
14	food or medicine	الطعام أو الدواء	10	10				
15	this medicine contains	يحتوي هذا الدواء على	10	10				
16	lactose	اللاكتوز	10	7		1		2
17	if you were told by your doctor	إذا قيل لك من قبل طبيبك	10	10				
18	that you are sensitive to certain sugars	بأنك حساس لأنواع معينة من السكريات	10	9				1
19	consult your doctor	استشر طبيبك	10	10				
20	before taking this medicine	قبل تناول هذا الدواء	10	10				

Table (4): Text 4 analysis

Text 4 is a medical text with twenty items. It contains medical terms that are considered a challenge for many participant students such as the word 'bladder' in Table (4), which means 'مثانة' in Arabic, eight participant translators knew its meaning while only three participant students did. Another example, five participant students could translate the word 'disturbance', two gave a wrong meaning instead of 'اضطراب' but the other three left it without translation. The words 'treatment' and 'doctor's examination' were translated correctly by seven participant students three gave wrong translation for the word 'treatment'

instead of 'العلاج' and two participant students mistranslated the word 'doctor's examination' instead of translating it to 'فحص الطبيب'.

Text 5

On a lake in western Siberia, flocks of ducks and geese are roaming free. Here, people are ignoring warnings from their government that all domestic poultry should be kept indoors because of the risk of bird flu. There have been bird flu outbreaks in dozens of Russian villages in the past fortnight many in this area.

Model translation suggested by the researcher

فوق بحيرة تقع في غرب سيبيريا تحلق أسراب من البط والإوز بحرية. ويتجاهل الناس تحذيرات حكومتهم التي تقضي بإبقاء جميع الطيور الداجنة في الداخل بسبب مخاطر الإصابة بمرض انفلونزا الطيور. ويذكر أنه تفشت انفلونزا الطيور في العشرات من القرى الروسية خلال الأسبوعين الماضيين، والكثير منها في هذه المنطقة.

#	English words/ expressions	Suggested Arabic translation	Acceptable		Unacceptable		Left Out	
			PT	SP	PT	SP	PT	SP
1	on a lake in	فوق بحيرة	10	7		2		1
2	in western Siberia	تقع غرب سيبيريا	10	8		1		1
3	flock of	أسراب من	9	6		4	1	
4	ducks and geese	البط والإوز	10	9		1		
5	are roaming	تحلق	10	7		3		
6	free	بحرية	10	8				2
7	people are ignoring	يتجاهل الناس	10	8		1		1
8	warnings	التحذيرات	10	7				3
9	From their government	من حكومتهم	10	8		1		1
10	domestic poultry	الدواجن المحلية	10	6		4		
11	should be kept indoors	يجب ان تبقى بالداخل	10	6		2		2
12	because of the risk	بسبب مخاطر	10	6		2		2

13	of bird flu	انفلونزا الطيور	10	10				
14	outbreaks	تفشي	9	4		3	1	3
15	in dozens of	في العشرات من	10	5		2		3
16	Russian villages	القرى الروسية	10	8		1		1
17	in the past fortnight	خلال الاسبوعين الماضيين	7	2	1	3	2	5
18	many in this area	والكثير منها في هذه المنطقة	9	3			1	7

Table (5): Text 5 analysis

Text 5 is a documentary text with eighteen items. Table (5) above shows that some words were difficult to be translated correctly such as the word ‘outbreaks’ which means ‘تفشي’ that only four participant students could translate it correctly and the phrase ‘in the past fortnight’ which means ‘خلال الاسبوعين الماضيين’ was translated correctly by only two participant students. The phrase ‘in dozens of’ which means ‘في العشرات من’ was translated correctly by five participant students whereas all the ten participant translators gave its correct translation. The word ‘flocks’ which means ‘اسراب’ was translated correctly by six participant students while nine participant translators knew its meaning. Seven participant students left the phrase ‘many in this area’ which means ‘والكثير منها في هذه المنطقة’ without translation while nine participant translators gave the correct meaning.

Text 6:

تعتمد الأونروا في مساعدة اللاجئين الفلسطينيين على تحقيق كل ما هو ممكن في إطار التطور البشري على مقدره موظفيها في إدامة وتعزيز أعلى معايير السلوك الأخلاقي والمهني. إذ تعد مسألة احترام معايير السلوك بمثابة الأساس لأخلاقيات اتخاذ القرار. حيث تساعد على إيجاد الثقة التي تسمح للأونروا بتقديم الدعم للاجئين على نحو فعال، وتساهم في بناء مكان عمل متناغم.

Model translation suggested by the researcher:

UNRWA's capacity to help the Palestinian refugees achieve their full potential in human development depends on the ability of its staff to uphold and promote the highest standards of ethical and professional conduct. Respect for standards of conduct is the foundation for ethical decision-making. It helps to allow UNRWA to support refugees effectively and contributes towards building a harmonious workplace.

#	Arabic words /expressions	Suggested English translation	Acceptable		Unacceptable		Left Out	
			PT	P S	PT	PS	PT	PS
1	تعتمد الأنروا	UNRWA depends on	10	5		4		1
2	في مساعدة اللاجئين الفلسطينيين	To help Palestinian refugees	10	10				
3	على تحقيق	Achieve	10	7				3
4	كل ما هو ممكن	Their full potential	10	6		2		2
5	في إطار التطور البشري	In human development	10	8		1		1
6	على مقدرة موظفيها	On the ability of its staff	9	4		1	1	5
7	في ادامة	To uphold	10	6				4
8	وتعزيز	And promote	10	5				5
9	اعلى معايير السلوك	The highest conduct	10	7				3
10	الاخلاقي والمهني	Ethical and professional	10	7				3
11	اذ تعد مسألة احترام	Respect for standards of conduct is the foundation	10	8				2
12	معايير السلوك	Conduct	10	8		1		1
13	بمثابة الاساس	The foundations	10	7				3
14	لأخلاقيات	Of ethical	10	9				1
15	اتخاذ القرار	Decision making	10	8				2
16	حيث تساعد على ايجاد	It helps to create	10	9				1
17	الثقة التي تسمح للأنروا	The trust that allows UNRWA	10	7		2		1

18	بتقديم الدعم للاجئين	To support refugees	10	8				2
19	على نحو فعال	effectively	9	7		1	1	2
20	وتساهم في	Enhancing	10	7			2	1
21	مكان عمل	workplace	10	7		1		2
22	متناغم	Harmonious	10	6		1		3

Table (6): Text 6 analysis

Text 6 is a documentary text, which contains twenty-two items. As can be seen from the Table (6) above, this text revealed different semantic and syntactic problems that are mentioned in details in the following chapter. For example, four participant students translated the phrase 'على مقدرة موظفيها' which means 'on the ability of its staff' correctly, while nine participant translators did.. Another example is the word 'إدامة' which means 'uphold' was given the right translation by six participant students, while all ten participant translators could give its right meaning. The phrase 'كل ما هو ممكن' which means 'their full potential' and the word 'متناغم' which means 'harmonious' were translated correctly by six participant students, while all the participant translators could translate them correctly.

3.5 Summary

This chapter introduced the two groups of the sample of the study; professional participant translators and inexperienced master translation students. The methodology used in collecting the data was provided in details. All the responses to the questionnaire questions of both groups were analyzed and presented in charts and diagrams that are listed in the appendix part. The recorded material was analyzed carefully as each translated lexical item in each text was compared with its correct translation. Then a comparison between the two groups of participants was given. The mistakes of each text were counted to provide the stepping-stone for the next chapter.

Chapter IV

Problems and Challenges of Sight Translation

4.1 Introduction

This chapter discusses the data analysis that is mentioned in the previous one and presents problems of ‘sight translation’, which are categorized in two main groups: linguistic and technical. The first group, linguistic problems, includes lexical and syntactic mistakes. The second group, technical problems, involves pauses, hesitation, intonation, accent, speed, voice loudness and clarity. Each mistake is presented and emphasized by examples of the participants’ performance and each text is analyzed accordingly.

4.2 Linguistic Problems

To perform ‘sight translation’ successfully, translators and interpreters should focus on the form as well as the content of the SL message. Linguistic problems and mistakes affect the translator’s delivery of the meaning units and ideas of SL context into the TL negatively and give wrong and different meanings.

4.2.1 Lexical Mistakes

Lexical problems are mistakes related to the word, phrase and sentence level. They occur when the translator / interpreter faces lack of vocabularies and has superficial contextual background knowledge of both SLs and TLs. These mistakes often result in serious gaps between comprehending the lexical items of SL context and finding their correct equivalences in the TL context that leads to ambiguous translation and to information loss.

During data analysis, the researcher has found four types of lexical mistakes: omission, mistranslation, redundancy, diction and collocation as in Figure (1) below..

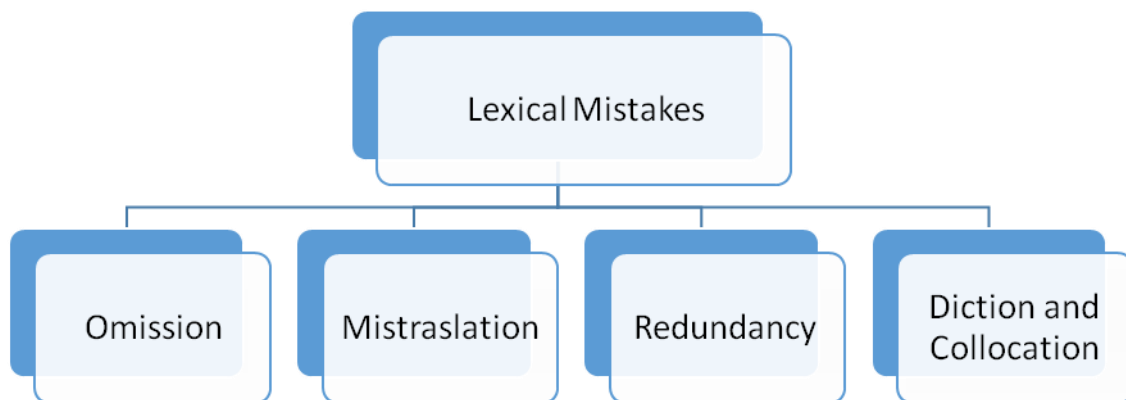


Figure (1): Lexical mistakes in ‘sight translation’

4.2.1.1 Omission

Omission is the act of skipping a single lexical item, a short phrase or a whole sentence in the SL text, which indicates the inability to translate correctly. This problem changes the meaning and concept of the SL text and it leads to meaningless and misunderstood translation. Table (7) shows the number and percentage of omitted words and items in each text done by both participant students and participant translators.

Text no.	No. of phrases	Omitted words and phrases by participant translators		Omitted words and phrases by participant students	
		No.	%	No.	%
1	17	6	35%	15	88%
2	12	3	27%	10	90%
3	13	1	7%	13	100%
4	20	5	25%	11	55%
5	18	4	22%	13	72%
6	22	4	18%	20	90%
All texts	102	23	22%	81	80%

Table (7): Omitted words and phrases in each text

From Table (7) above, it can be clearly seen that the highest percentages of omitted phrases made by participant students were in the first three legal texts, i.e., 88%, 90% and 100% respectively. Comparing these percentages to those made by participant translators for the same legal texts, 35%, 27% and 7% respectively, indicates participant students’ weakness in finding the correct legal equivalence. Legal technical terms and long complex sentences affected participant students’ performance; they used omission as a strategy every time they

could not find the correct term or even when they were uncertain of the meaning of some words.

Participant students left out 90% of the final documentary text without translation while participant translators omitted only 18% of the same text, and 22% of all texts were omitted by the participant translators whereas 80% by participant students. These results reflect participant translators' linguistic competence and highlight the importance of training and experience to avoid such problems. On the other hand, they reveal participant students' lack of experience, insufficient competence in both languages and their weakness of understanding the meaning of omitted units.

4.2.1.2 Mistranslation

Mistranslation is the act of giving completely a different translation of lexical units. This problem affects the message and distorts its meaning, which may lead to poor translation. Table (8) below presents the number and percentage of mistranslated words and phrases in each text that done by both participant translators and participant students.

Text no.	No. of phrases	Mistranslated words and phrases by participant translators		Mistranslated words and phrases by participant students	
		No.	%	No.	%
1	17	1	5%	12	70%
2	11	0	0%	6	54%
3	13	0	0%	7	53%
4	20	1	5%	12	60%
5	18	1	5%	13	72%
6	22	0	0%	9	40%
All texts	102	3	2%	59	58%

Table (8): Number of mistranslated words and phrases in each text

It can be seen that participant translators mistranslated only 2% of all texts while participant students mistranslated 58% and that legal and general texts were more difficult for participant students than others. This high percentage highlights the participant students' weakness of linguistic competence compared to the lowest percentage of participant translators. The causes behind this problem are lack of concentration, unawareness of background knowledge, and confusion about long sentences. Lack of training and cultural knowledge of the texts and contexts are also notable reasons.

The following part shows the percentages of mistranslated items in each text that were given by participant translators with examples.

In Text 1, 70% of its items were mistranslated by participant students. For example, the clause ‘this contract shall come into effect’ was translated incorrectly to

‘يصبح هذا العقد ساري’ and to ‘ينتهي هذا العقد’ while its model translation is ‘كان هذا العقد محتملا’. Another example is the phrase ‘may be terminated’, of which the correct translation is ‘ويمكن انهاءه’, was mistranslated into ‘يمكن ان يحدد’ and ‘وقد يستمر’, which has given the opposite equivalence. Participant students gave incorrect translation to the phrase ‘beyond the control of the two parties’ to ‘تحت السيطرة’ and to ‘خارجة’ instead of ‘خلف التحكم’. Another example is the compound noun ‘serious disagreement’ its correct translation is ‘خلافات خطيرة’ but some participant students mistranslated to ‘عدم الموافقة على’ and to ‘عدم الاتفاق على بنود العقد’. In this example participant students have added additional information to the original sentence and the word ‘disagreement’ mistranslated to ‘خلافات’ instead of ‘عدم الاتفاق’.

The verb ‘compel’ in the clause ‘which compel the second party to leave’ was translated to ‘يكمل’ instead of ‘يضطر’. This mistake indicates participant students’ lack of concentration in reading and comprehending ST; they read it as ‘complete’ and not as ‘compel’. Other participant students translated ‘without receiving any duties or indemnities’ to ‘استرجاع مدة’ and to ‘دون الحصول على اي حقوق او’ instead of the correct translation ‘دون الحاجة الى اي قيمة’ and to ‘تعويزات’. This mistake indicates the serious semantic problems that they face.

In Text 2, 54% of its items were mistranslated. The following examples clearly illustrate this result. Example one: the compound noun ‘نظام العمل’ was incorrectly translated to ‘legal status’ and to ‘legal system’ instead of ‘labor law’ and the word ‘امتيازات’ was mistranslated to ‘circumstances’, ‘regulation’, ‘confidential’ and to ‘obligations’ instead of its correct translation ‘privileges’. Example two: the verb ‘يتمتع’ was translated to ‘has the ability’ and to ‘can’ instead of ‘shall enjoy’ and the compound noun ‘الطرف الثاني’ was wrongly translated to ‘the two parties’ but it means ‘the second party’. Example three: ‘المادة’ was translated to the fifth line’ and to ‘five materials’ instead of ‘article five’. This incorrect translation above explains participant students’ misunderstanding of the ST and their weakness in translating technical legal terms.

In Text 3, 53% of its items were mistranslated. For example, the word 'مزاولة' was translated to 'have' and to 'titled' but it means 'pursue' and the words 'لحسابه الخاص' were wrongly translated to 'his behalf' instead of 'his own interests'. Another example is the words 'عدا العمل' which means 'other than' was mistranslated to 'without the work' and the words 'نشاطات اخرى' translated to 'legal activities' instead of 'other activities'. The words 'الشركة العربية للتغذية' which should be translated to 'Arabic company for Nutrition' was mistranslated to 'Arabic trading company'.

In Text 4, 60% of its items were incorrectly translated. For example, the word 'bladder' which means 'المثانة' was wrongly translated to 'المرارة', 'الامعاء' and to 'القولون' and the word 'treatment' which means 'العلاج' was given wrong translations such as 'الاتفاقية' and 'المعالجة الكيميائية'. Also the scientific term 'Lactose' has the same term in Arabic 'اللاكتوز' interpreted to 'الحليب' and 'disturbance' which means 'الاضطراب' mistranslated to 'تلف', 'حساسية', and to 'قلق', which is totally wrong. In addition, the clause 'doctor's examination is required' which means 'يطلب فحص الطبيب' was mistranslated to 'يجب ان يعرف الطبيب' and to 'سيوافق الدكتور'. If these incorrect translations were given to any patient who seeks medical information, it would put his/her health in danger.

In Text 5, 72 % of all of its words and phrases were incorrectly translated. For example, the word 'indoors' which means 'في الداخل' was wrongly translated to 'خارج منطقة الحدود' and to 'أماكن مغلقة' and the phrase 'risk of outbreaks' which means 'مخاطر تفشي' was mistranslated to 'مصابة و هاجمت' and to 'هبطت عدوى'. As another example, some participant students translated the verb 'ignore' which means 'تجنب' into 'يلغي' and 'government' into 'بيئة' instead of 'حكومة'. They also mistranslated the compound noun 'domestic poultry' which means 'الدواجن المحلية' to 'المزارع الاليفة' and to 'الثروة البيئية' and the phrase 'in the past fortnight' which means 'خلال الاسبوعين الماضيين' to 'خلال الجزء الثاني' and to 'السنوات الماضية'. The word 'lake' has been translated to 'نهر' and 'warnings' to 'القوانين المنصوص عليها'. More examples are provided in the appendix.

In Text 6, 40% of its items were mistranslated. For example, the verb 'تعتمد' which means 'depends' has been translated to 'guarantees', 'works', 'introducing' and to 'realizing' which are all wrong. Another example is the compound noun 'التطور البشري' which means 'human developments' has been translated to 'human capacity' and the adjective 'متناغم' which means 'harmonious' to 'possible help'. Participant students have incorrectly translated the word 'مقدرة' which means 'the ability of' to 'in the sense of', the word 'ثقة'

to 'respect' instead of 'trust' and the word 'مكان العمل' to 'work situation' instead of 'work place'. More examples are provided in the appendix.

4.2.1.3 Redundancy

Redundancy is the act of adding unnecessary words or expressions to a sentence that do not affect its meaning if they were deleted. The following table shows the additional words and phrases that participant students used in all texts. From the data analysis, it can be illustrated that participant students' confusion, immediacy, and weakness in arranging the TL ideas are the main causes for this problem, which affects the TL structure and leads to illogical form of the conveyed message. The following table shows the additional given words in all texts.

Text #	Word or phrase	Suggested translation	Given translation
1	disagreements	خلافات	خلافات على بنود العقد
1	in the event of	في حال حدوث	عشية حدوث
1	dues or indemnities	حقوق او تعويضات	حقوق ومكافئة نهاية الخدمة او ما شابه
1	circumstances	ظروف	ظروف تقف خلف / أحداث
1	two parties	الطرفين	الطرفين المتعاقدين
1	article two	المادة الثانية	المادة رقم اثنين
1	duration of the contract	فترة العقد	خلال فترة العقد
2	جميع موظفي	All employees	All <i>kind of</i> employees
3	لحساب الغير	In the interest of another party	A <i>third party / the favor of</i> the others
3	لا يحق	May not	Doesn't have the right or <i>not permitted</i>
3	العقد	Contract	This contract or <i>agreement</i>
4	if you are sensitive	إذا كنت حساساً	ان كنت تشعر أنك حساس \ لديك وتعاني من حساسية
4	your doctor	طبيبك	طبيبك الخاص \ الدكتور خاصتك
5	on a lake	فوق بحيرة	فوق ضفاف بحيرة
5	flocks of ducks	اسراب من البط	يمكن للمرء ان يشاهد اسراب من البط قامت مجموعات من البط لقد تمت الإشارة الى ان اسراب من البط
5	bird flu	انفلونزا الطيور	احتمالية وجود انفلونزا الطيور
5	warnings	تحذيرات	التحذيرات المعطاة
6	decision making	اتخاذ القرار	Decision making

			<i>process</i>
6	اللاجئين الفلسطينيين	Palestinian Refugees	<i>in the system of</i> Palestinian Refugees

Table (9): Redundancy in all six texts

It can be understood from Table (9), many participant students added unnecessary words and phrases. The addition did not affect the meaning of the text but it has disturbed its performance.

4.2.1.4 Diction and Collocation

4.2.1.4.1 Diction

Diction is the act of choosing the right lexical equivalence that depends on the context of SL text. Several factors may cause this problem, such as lack of lexical choice and technical term background, difficulty in reading and translating at the same time and the inability to access external references such as dictionaries and glossaries.

4.2.1.4.2 Collocation

Mistaken collocation is the act of using incorrect synonyms in a given context. Choosing the right and appropriate synonym of a word depends on its association in the SL text. The following table shows all the incorrect synonyms and equivalences that participant students gave and the correct ones suggested by the researcher.

Text #	Word / phrase	Suggested synonym	Given synonym
1	dues or indemnities	حقوق او تعويضات	رسوم مستحقات مالية استحقاقات
1	disagreement	خلافات	مشاكل نزاع
1	serious	خطيرة	حادة
1	come into effect	ساري المفعول	يبدأ تأثيره حيز التنفيذ
2	الوضع القانوني	Legal status	Legal situation
2	يتمتع	Shall enjoy	Benefits /
2	نظام العمل	Labor system	Work law / work procession / work design
2	يقرّها	Recognized by	Approved by / adopted by / stated / acknowledged / designed / applicable / sensed / admitted by / chosen by
2	موظفي	Employees	Stuff / personnel/ officials
2	العقد	Contract	Agreement / act / presentation/ display/

2	امتيازات	Privileges	Benefits / priorities / concessions
2	جميع	All	Whole / all over
2	المملكة العربية السعودية		KSA
2	المادة الخامسة	Article Five	Fifth article
3	مزاولة	Pursue	Commence / work/ do work
3	نشاطات	Activities	Duties
3	لحسابه الخاص	His own interest	His own account / for his own sake / for his benefits/ impressed for his or her personal interests
3	عدا	Rather than	Except / unless
3	نص عليه	Stipulated	Stated / written by / stated/provided/mentioned/ explained/identified
3	تغذية	Food stuff	Nutrition/ food production
3	لا يحق	May not	Shall have no right / not allowed
3	العمل	Work	Labor
3	المادة السابعة	Article seven	The seventh article
4	disturbance	الاضطراب	الخلل ظ العلة ظ عدم انتظام
4	determine	تحديد	تقرير
4	commencing	البدء	المباشرة \الشروع \تطبيق \استعمال
4	food	الغذاء	الاكل \ الطعام
4	doctor	الطبيب	الدكتور
4	sensitive	حساسا	عرضة للحساسية\ حساسية
4	certain	معينة	محددة \ بعض من
4	medicine	الدواء	علاج
4	inform	أخبر	أعلم \ أبلغ
5	roaming	تحلق	تجول\ تحول \ تنتزه\
5	free	بحرية	بشكل حر-حرا
5	risk	مخاطر	خطر-خطورة
5	flocks	أسراب	قطعان-مجموعات
5	indoors	في الداخل	داخل البيوت-داخل حدود المنازل
5	outbreaks	تفشي	اختراقات
5	ignore	يتجاهل	يهمش-لا يقوم بالالتزام
5	domestic poultry	الطيور الداجنة	الدواجن الأليفة
5	from their government	من حكومتهم	فرضتها حكومتهم
6	معايير السلوك	Conducts	Standards of behavior / criteria / procedures/ level
6	الاخلاقي	Ethical	Manners/ moral
6	المهني	Professional	Vocational / professional/
6	بمثابة الاساس	Foundation for	Basics /major
6	التطور البشري	Human development	Developing human beings
6	تحقيق	Achieve	Fulfill
6	على نحو فعال	Effectively	In an effective help
6	تعزيز	Promote	Encourage

6	الثقة	Trust	Confidence
6	متناغم	Harmonious	A good way/ helpful
6	مساعدة	Help	Assisting
6	اعلى	Highest	Upper / best
6	ادامة	Uphold	Sustain

Table (10): Diction and collocation in all texts

Table (10) above, shows that 90% of participant students have chosen many incorrect synonyms, especially in legal translation, which have changed the meaning, idea and message of the SL and of the given translation in the TL. It also has disturbed the right context of both SL and TL.

4.2.2 Syntactic Mistakes

These mistakes related to the structure of the sentence level. They happen when the translator / interpreter cannot convey the message of SL text within its syntactic structures to the TL. Weakness in recognizing these structures of both SL and TL would lead to certain syntactic problems and mistakes such as sentence structure mistakes and compound nouns, parts of speech, gender, number, and tense disagreement that are shown in the following figure.

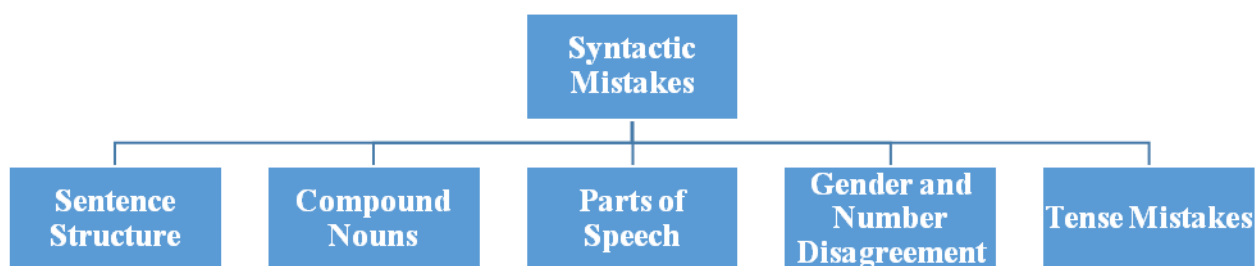


Figure (2): Syntactic mistakes in 'sight translation'

4.2.2.1 Sentence Structure

Using the right cohesive devices is important in interpreting and translation because they connect sentences together, and thus connect the ideas in a meaningful way and make translation more coherent. The following examples explain the importance of translating within correct structure.

Example 1:

Phrase / sentence	Flocks of ducks and geese <u>are roaming</u> free.
Incorrect translation	اسراب من البط والاوز تتجول بحرية
Suggested translation	<u>تُحلّق</u> اسراب من البط والاوز بحرية.

Example 2:

Phrase / sentence	People are ignoring
Incorrect translation	الناس يتجاهلون
Suggested translation	يتجاهل الناس

Example 3:

Phrase / sentence	This contract shall come into effect
Incorrect translation	هذا العقد يسري مفعوله
Suggested translation	يصبح هذا العقد ساري المفعول

In these previous examples, participant students were influenced by English language structure, so their given translation started with nominal sentences instead of verbal sentences.

Example 4:

Phrase / sentence	تساعد على ايجاد الثقة التي تسمح للانروا
Incorrect translation	It finds confident that allow and help UNRWA
Suggested translation	It helps to create the trust that allows UNRWA

In this example, participant students gave wrong word order that affected the whole meaning of the sentence.

Example 5:

Phrase / sentence	Bird flu outbreaks in dozens of Russian villages
Incorrect translation	عشرات حالات انفلونزا الطيور في القرى الروسية
Suggested translation	تفشّي انفلونزا الطيور في العشرات من القرى الروسية

In this example, participant students connected the word ‘dozen’ to ‘bird flu outbreaks’ instead to ‘Russian villages.’ which has changed the meaning of the sentence.

4.2.2.2 Compound Nouns

Many participant students have translated some compound nouns in the same word order of English language that indicates their weakness in such syntactic case. The following examples explain this syntactic mistake. In Text 2 above the compound noun ‘نظام العمل’ should be translated to ‘labor law’ but it was translated to ‘system work’ and in Text 3 ‘الشركة العربية للتغذية’ was literally translated to ‘Company Arabic nutrition’. Another example, in Text 3 ‘المادة السابعة’ which is ‘article seven’ was mistranslated to ‘seven laws’ and in Text 5 ‘الدواجن المحلية’ was mistranslated to ‘الحيوانات’ and in Text 6 ‘اخلاقيات اتخاذ القرار’ which is ‘ethical decision making’ was literally translated to ‘making ethical decision’. More examples are provided in the appendix.

4.2.2.3 Parts of Speech

It is important to translate the exact part of speech in order to deliver the right effect of the SL to listeners but some participant students changed the function of some words, which produced incorrect translation. For example, in Text 6 above, the phrase ‘على نحو فعال’ which should be translated to the adverb ‘effectively’ was translated to the adjective ‘effective’, and ‘اتخاذ القرار’ that should be translated to the compound noun ‘making decision’, was considered as a verb and was translated to ‘makes decision’. As another example, the correct translation of the adjective ‘sensitive’ is ‘حساسا’ but it was translated as a noun ‘حساسية’, and in Text 6 participant students changed the adjective ‘متناغم’ to the noun ‘harmony’ instead of ‘harmonious’.

4.2.2.4 Gender and Number Disagreement

Disagreement in number and gender affects the information of the original text, which in turn changes the meaning and misleads the listener.

4.2.2.4.1 Gender Disagreement

Gender mistake is translating masculine subjects and verbs as feminine and vice versa. Weakness of verb and subject agreement is one of the major causes of this problem. Here are some examples of gender disagreement that were done by participant students while performing 'sight translation'. In Text 5, the clause 'flocks are roaming' was translated to 'تخلق اسراب تحلق' instead of 'تخلق اسراب' and in Text 4 the clause 'this medicine contains' was translated to 'يحتوي هذا الدواء' instead of 'هذا الدواء يحتوي'. In Text 3, participant students translated 'لحسابه الخاص' to 'to her account' instead of 'for his own account' and 'عقده' to 'him contract' instead of 'his contract'. They also translated the word 'موظفيها' in text 6 to 'their employees' instead of 'its employees' and the verb 'تساعد' to 'they help' instead of 'it helps'. These mistakes changed the meaning of the ST and gave different information.

4.2.2.4.2 Number Disagreement

Number mistake is translating singular nouns into plural nouns and vice versa. The disagreement between plural and singular lexical units leads to mistranslated information. Many participant students have changed plural nouns into singular and vice versa such as the plural 'flocks' to 'سرب' instead of 'اسراب' and 'اللاجئين الفلسطينيين' to 'Palestinian refugee'. They also have changed 'موظفيها' to 'its employee', 'their government' to 'حكوماتهم', the singular nouns in 'this medicine contains' to 'هذه الادوية تحتوي' and 'عمل اخر' to 'other works'. Some other participant students changed singular nouns to plural such as 'الطرف الاول' and 'doctor's examination' to 'first parties' and 'فحص الاطباء' respectively. More examples are provided in the appendix.

4.2.2.5 Tense Mistakes

Tense mistakes mean translating sentences with incorrect tenses. Arabic language has only three tenses but English language has three tenses with twelve aspects. This fact affected the participant students while performing 'sight translation'. For example, the clause 'should be kept indoors' interpreted to 'بقيت بالداخل' while its correct meaning is 'يجب ان تبقى بالداخل', and some participant students changed 'التي تنطبق على' in Text 2, to the passive voice 'was applied' but its correct translation is 'which apply to'. They also interpreted the clause 'before taking this medicine' to the if-clause 'اذا اخذ هذا الدواء' while it should be translated to 'قبل اخذ هذا الدواء'. Other participant students changed the if-clause into past tense as in 'if you were told by your doctor' to 'قال لك الطبيب' instead of 'اذا قيل لك', and in Text 2, the verb 'يتمتع' was translated to simple past 'enjoyed' but it should be 'shall

enjoy'. The simple past tense verb 'نص عليه' was changed to the present continuous tense 'is writing' instead of 'stipulated' and in Text 4 'doctor's examination' was interpreted in the future tense 'سيقوم هذا الطبيب' instead of 'فحص الطبيب'.

According to the examples above, it is important to keep the same tense of the ST in the TT to translate successfully and to maintain the spirit of the original message on the TL.

4.3 Technical Problems

Technical mistakes are related to the field of audiology, as it is related to the characteristics of a speaker's articulation. The researcher has analyzed participants' technical mistakes depending on their audio recordings and tracks. According to the data analysis for the recorded translations, the researcher has found five technical problems during performing 'sight translation'. They are illustrated in the following figure.

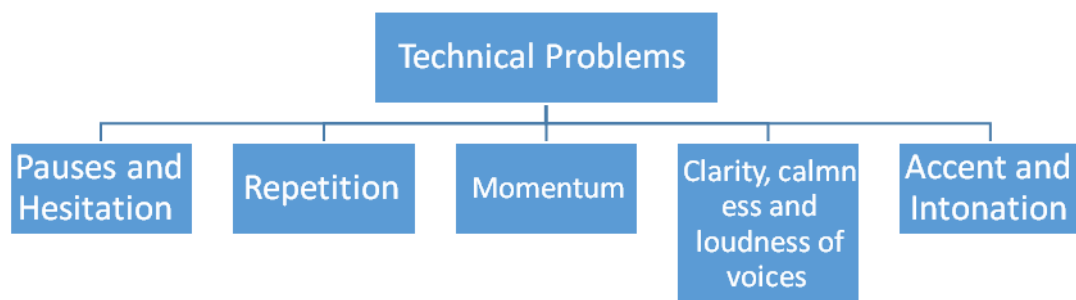


Figure (3) Technical problems in 'sight translation'

4.3.1 Pauses and Hesitation

They are the sudden starts, stops and long pauses that interrupt the flow of ideas strain of the listeners. This mainly happens when the translator does not know the meaning of some words or if they are difficult to pronounce. It also happens when he/she starts quickly without careful concentration, which in turn cuts the connections between the meaning units.

4.3.2 Repetition

Repetition is the act of translating and repeating already translated words more than once. This problem affects the performance and the flow of ideas, which forces the listeners to wait until translators continue speaking.

The following tables show the percentage of participant translators' and participant students' pauses, hesitation and repetition in each text.

PS	Pauses and hesitation	Repetition
1	25%	10%
2	30%	15%
3	22%	15%
4	24%	18%
5	18%	12%
6	20%	18%
7	26%	18%
8	18%	14%
9	33%	13%
10	19%	16%
Average	23%	14.9%

Table (11) Participant students' audiology analysis

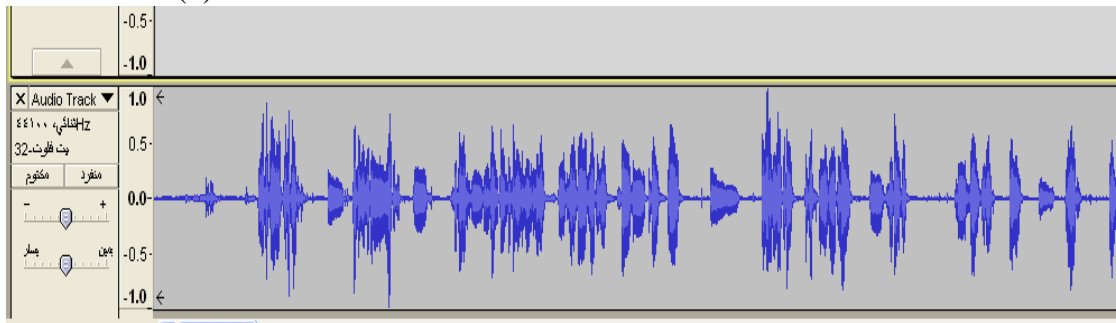
PT	Pauses and hesitation	Repetition
1	10%	3%
2	8%	1%
3	12%	5%
4	9%	1%
5	10%	2%
6	11%	3%
7	12%	5%
8	7%	2%
9	3%	2%
10	5%	4%
Average	8.5%	8%

Table (12) Participant translators' audiology analysis

From the Table (11) and Table (12) above, distinct results were found that 23% of the participant students' performance was conducted with pauses and hesitation whereas only 8.5% of the participant translators' interpreting included pauses and hesitation. 14.9% of the participant students' translation was repeated while only 8% of the participant translators' translation was repeated. This huge difference between the participant

translators' and participant students' performance indicates the importance of training and experience to avoid technical problems. The high percentage of pauses and repetition in participant students' translation made their performance weak, meaningless and poor. During the audiology analysis, pauses and hesitations were divided into two groups: filled and unfilled pauses. The filled pauses are pauses with segments consist of hesitation markers like “ah” and unfilled pauses are long intervals of silence. To emphasize more, here are some audio tracks performed by the participant students.

Audio Track (1)



This track shows the numerous filled pauses and the voice loudness as the student's interpreting began with a long pause then with filled pauses and so on. Her translation was disconnected and most of the time she translated word by word, which affected her flow of ideas. Her tone was very loud and annoying. This pattern of interpreting would distract the listener.

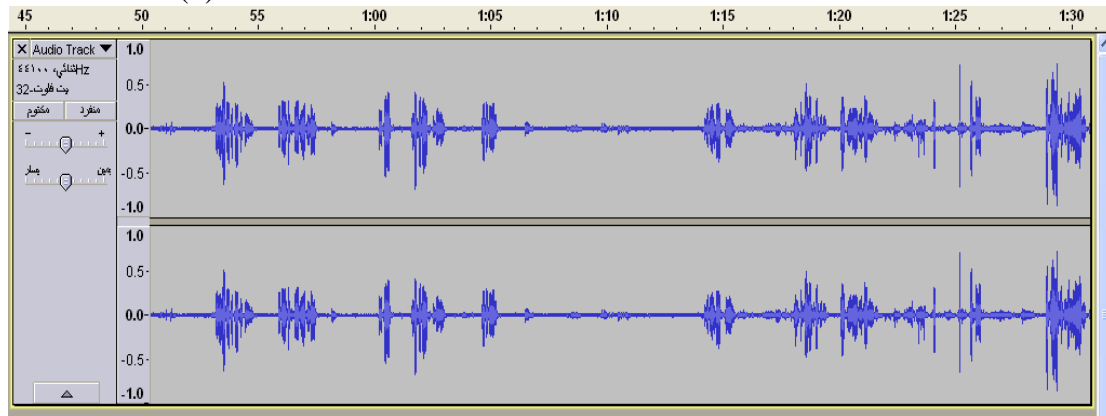
Audio Track (2)



From this Audio Track (2), it is clearly shown that the student stopped for many times with unfilled pauses (long pauses) and that he was speaking very loudly. He also left some words and phrases without translation and translated the rest of the text in a disconnected

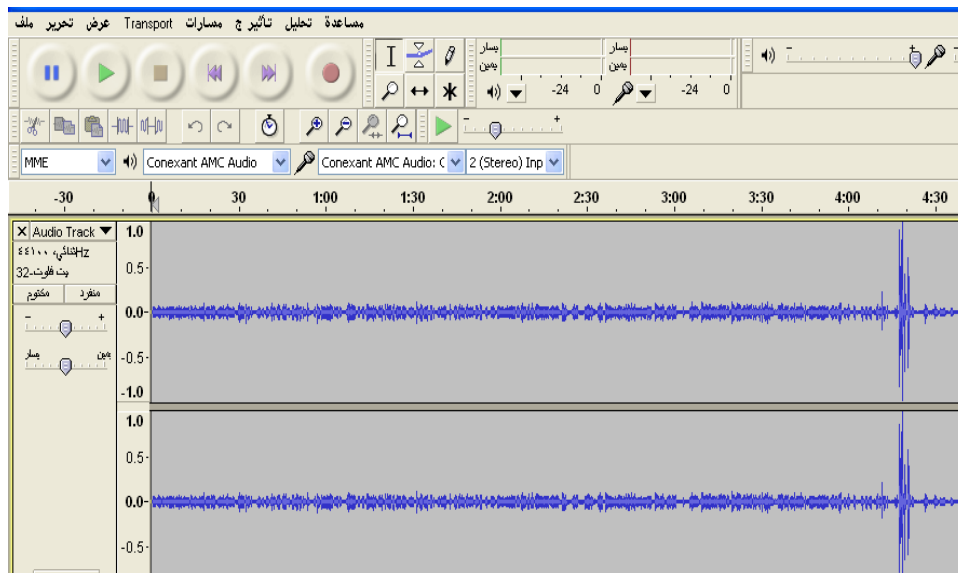
way. From this interpreting pattern, the meaning units were separated from each other. This indicates his weakness in comprehending the ST quickly, as he spent a lot of time in reading it.

Audio Track (3)



In this track, the student's hesitation at the beginning of her interpreting process is clearly seen as well as the long pauses in the middle of her performance. These numerous pauses affected her translation negatively, as most of her ideas were not completed and her interpreting was almost not understood.

Audio Track(4)



Because of the student's very quiet and low voice tone, this audio track has been listened for more than four times in order to understand and transcript her translation, which was

uncomfortable and not easy to be listened to. She also repeated many segments that had already been translated before interpreting a new one, which was boring and meaningless.

4.3.3 Momentum

Interpreters and translators should interpret at a normal speed, which directs ‘sight translation’ process in a certain flow. The following tables show the time spent in translating and interpreting all the texts and the number of translated words per minute for each participant student and translator.

PS	Speaking rate for words per minutes	Time all 6 texts
1	32	6:08
2	22	7:01
3	30	6:16
4	41	6:01
5	33	6:05
6	34	6:03
7	45	6:02
8	34	7:30
9	32	7:50
10	48	6:10
Average	35	8:31

Table (13) Participant students’ translating and interpreting speed

PT	Speaking rate for words per minutes	Time all 6 texts
1	55	4:46
2	60	4:32
3	58	5:00
4	52	5:01
5	60	5:02
6	64	4:29
7	52	5:32
8	56	5:14
9	60	5:02
10	63	4:28
Average	58	4:35

Table (14) Participant translators’ translating and interpreting speed

From this table it can be seen that each student had pauses in each text while rarely there were pauses in participant translators' performance. This reflects the participant students' low self-confidence, poor linguistic competence and lack of concentration.

The average of translation speed for participant students is longer than for the participant translators. Participant students took eight minutes and thirty-one seconds to complete translating all the given six texts at average, while participant translators took only four minutes and thirty-five seconds. This result shows that most participant students began with slow speed and suddenly moved on with very quick speed, then completed with slow, and so on, which made their 'sight translation' unclear and misunderstood.

4.3.4 Clarity, calmness and loudness of voices

Clarity, calmness and loudness of the interpreter's voice are important elements for delivering the SL message clearly to listeners. The audience can feel the calmness of the interpreter easily and the behavior of the interpreter is transmitted to the audience during his/her performance in 'sight translation'. In addition, calmness shows the confidence of the interpreter and makes the audience trust him /her immediately.

It is important to mention that an interpreter's voice should be heard clearly but should not be very loud as well or it will be annoying. In this research, participant translators had these good characteristics but most participant students had lower voices, making their interpreting not clear enough. This reflects the high self-confidence that participant translators have, unlike participant students, and highlights the importance of training and experience in 'sight translation'.

4.3.5 Accent and Intonation

It is important to use standard language when interpreting and not to let any other accents interfere. Some participant students used dialect Arabic accent instead of standard Arabic accent. The following table addresses some examples:

SL phrase	Given dialect accent
article Two	المادة اثنين
article Five	المادة الي رقمها خمسة
villages	كرى
this	هادا
shall	بصير
doctor	دكتور
terminated	بنتهي
20/12	عشرين اتتعش

Table (15) Accent

4.4 Summary

Lexical, syntactic and technical problems were adequately addressed in this chapter. It fully analyzes the participants' mistakes while performing 'sight translation'. The number of pauses and hesitations for each participant was counted as well as the number of words per minutes. In addition, the time that each participant took to complete interpreting all the texts was calculated, and repeated phrases and words, accent, intonation, loudness and clarity of voice were analyzed in details. This chapter provides the basics for addressing the results and recommendations in the next and final chapter.

Chapter V

Conclusions and Recommendations

5.1 Introduction

This study attempts to present solutions to the most expected problems that translators and interpreters encounter during their work. After addressing and analyzing the problems and difficulties of ‘sight translation’ in the previous chapter, this final chapter summarizes the results by assessing the findings of this study. It also presents the researcher notable recommendations to solve and avoid such problems and challenges.

5.2 Conclusions

In this research, a great depth of information has been obtained by exploring translation and interpreting problems when performing ‘sight translation’. This study has also added important qualitative data and a great help into the researcher’s suggestions and recommendations. This research explains ‘sight translation’ on many details. Numerous linguistic and technical problems and challenges have been found regarding focusing on words rather than meanings, translating technical terms, time pressure and delivering ‘sight translation’ loudly and clearly with proper intonation and voice modulation.

The results of this research showed problems at both quantitative as well as qualitative levels and it also showed that participant students encounter a great deal of problems when performing ‘sight translation’. It is worth mentioning that due to the lack of preparation factor before performing ‘sight translation’ and due to preventing the use of any dictionary or glossaries, the participants’ performance was assessed accurately. The following are the findings and results of this research.

The linguistic and technical mistakes were mainly associated with legal and general texts because of their difficult register and special technical terms. Thus, many participant students encountered unfamiliarity of text jargon and technical terminology; they even do not have a wide range of knowledge in such terms in their mother tongue. Lexical correctness is also within the issues the participant students faced difficulty; it was the most recurrent problem. Mistranslation and omission constituted the highest percentage of errors. The reasons behind such problems are the participant students’ weakness in comprehending and paraphrasing the ideas of the STs, and their inability to find the correct equivalent, which indicates their lack of training.

The overlap of two different communicative and linguistic channels was a problematic area because it needed the ability to coordinate between silent reading and oral translation. Otherwise, it would change the meaning and distract the translators' and interpreters' concentration.

Participant translators were more flexible in choosing syntactic features and have diverse choices of synonyms and equivalences. They had fewer pauses and hesitations than participant students, which make their 'sight translation' more reliable, and they could process the segments in a focused manner. They were substantially faster than participant students because of their ability to manage time constraints in order to give smooth delivery while participant students were affected and controlled by time pressure and could not manage the time constraints. This lack of time is one of the biggest difficulties of 'sight translation' because participant students tend to use literal translation instead of scanning each sentence to figure its meaning.

The limited linguistic skills, lack of experience and lack of practice were amongst the more important reasons behind the weak 'sight translation' of participant students. This could be because the strategies they employed to overcome the linguistic and technical problems they faced were not successful.

The results of this study can be seen as an indication of the importance of experience in 'sight translation'. It arrives at the conclusion that untrained master participant students demonstrated a notable weakness in performing 'sight translation' than the participant translators. It also concluded that inexperienced translators need extensive practice and respectable training to acquire knowledge of different types of written and oral materials and to avoid attitudinal problems such as shortage of motivation, discipline, self-confidence and curiosity. Thus, translators must train themselves to develop and manage such components. This research suggests new ideas and recommendations that may set a path for further researchers to elaborate 'sight translation' on some of its details.

5.3 Recommendations

In the light of the above, the researcher suggests the following recommendations in order to avoid and tackle problems and mistakes of 'sight translation' as well as of interpreting and translation.

1- Cultural and linguistic background of both SL and TL context

Translators and interpreters need to have an adequate knowledge about the world in general and about the subject of SL in particular in order to convey the SL text's cultural aspects into TL culture. It is also important to know how to translate the religious and cultural concept into the TL.

2- Paraphrasing and re-expressing

These processes help translators to focus on meaning rather than words, thereby avoiding word- for- word translation. Nevertheless, it is important to mention, that paraphrasing is not acceptable in court proceedings because the legal terms and events should be translated exactly as they were written in the SL to conserve the register of the ST.

3- Analyzing and chunking method

Translators and interpreters could use contextual clues in the ST to guess the meaning of unknown words. They should have an adequate knowledge of translation methods, units and problems to be able to know what to expect while translating.

4- Going on a steady pace

Translating too fast leads to sudden pauses and hesitation and translating too slow leads to disjointed delivery for the listeners, so translators should practice 'sight translation' of varied written discourse loudly with and without audience in a smoothly steady pace. The translated ideas and words should be completed without pauses and hesitations; otherwise the flow of connected ideas will be lost.

5- Language interference

Translators need to have the ability to understand and absorb language interference by having practical knowledge and experience. This ability helps them to communicate in two languages effectively and simultaneously and to differentiate between socio-linguistic forms and language registers.

6-Teaching 'sight translation'

Due to the results of the questionnaire, especially question seven, it is best to both teach 'sight translation' as a separate course and integrate it in other courses as an effective tool

in teaching foreign language and as a training tool for other types of interpreting, especially in SI and CI.

7- Assigning 'sight translation' to specialized and experienced translators.

'sight translation' is not an easy task; it needs highly trained translators with a respectable experience. Thus, translators who find themselves unable to deal with a particular text register, or language variety should not take up the task. However, professional translators and interpreters must educate themselves in general to become specialized in the text they are dealing with.

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Appendixes

Appendix One: Questionnaire

Appendix Two: Questionnaire analysis

Appendix Three: Tables

Table (1): Mistranslation in Text 1

Table (2): Mistranslation in Text 2

Table (3): Mistranslation in Text 3

Table (4): Mistranslation in Text 4

Table (5): Mistranslation in Text 5

Table (6): Mistranslation in Text 6

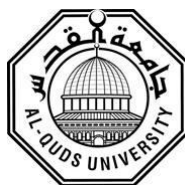
Table (7): Compound noun disagreement

Table (8): Part of speech disagreement

Table (9): Gender disagreement

Table (10): Number disagreement

Appendix (11): Tense disagreement



Al-Quds University
Department of MA Studies
Translation and Interpreting Program
Thesis Questionnaire

Thank you for agreeing to take part in completing this questionnaire, which is conducted as part of MA thesis titled in 'Linguistic and Technical Difficulties Encountered in Sight Translation'.

The aim of this research is to identify and classify problems of Sight Translation that MA Translation participant students face in order to find answers and recommendations that improve learning and teaching Sight Translation effectively.

This questionnaire will take about 5-10 minutes of your time. Please make sure that you have responded to every statement.

All data and measurements obtained from this questionnaire will be stored confidentially.

- 1- Have you been involved in Sight Translation?
 - a- Yes
 - b- No
- 2- What is your understanding of Sight Translation?
 - a- Translating a Source language written text into a target language has written text.
 - b- Translating an oral speech from one language into another language directly.
 - c- Oral translation of a written text.
 - d- Oral translation of a speech from one language into another.
 - e- None of the above. It is
- 3- From your experience what are the problems and difficulties that you face when performing Sight Translation?
 - a- No problems
 - b- Weakness of background knowledge
 - c- Lack of time grasping the text
 - d- Misreading
 - e- Lack of time finding the suitable translation equivalent
 - f- Weakness of synchronization of reading and interpreting in the same time.
 - g- Other problems.....

- 4- What solutions do you suggest for such problems?
- a- Paraphrasing
 - b- Avoiding the same word order
 - c- Omitting information
 - d- Selecting the main Idea
 - e- Others.....
- 5- How do you evaluate your solutions?
- a- Unacceptable
 - b- Partially acceptable
 - c- Acceptable
- 6- Do you think Sight Translation should be integrated in other translation courses?
- a- Yes
 - b- No
 - c- To some extent
- 7- In your opinion at what stage, Sight Translation should be taught in the university?
- a- First stage
 - b- Mid-stager
 - c- Final stage

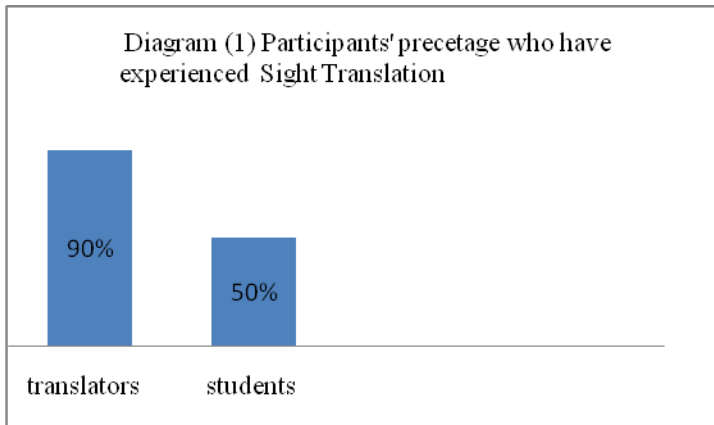
Thank you

Researcher: Laila Elkhatib

Question One:

Have you been involved in Sight Translation?

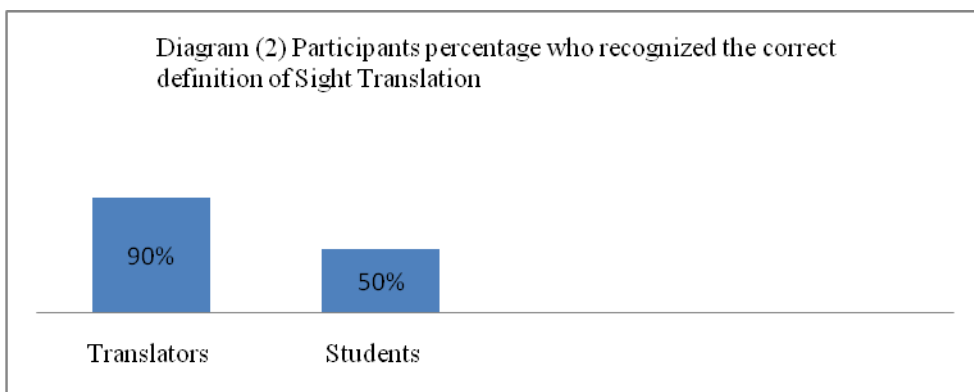
a- Yes b- No



Question Two:

What is your understanding of Sight Translation?

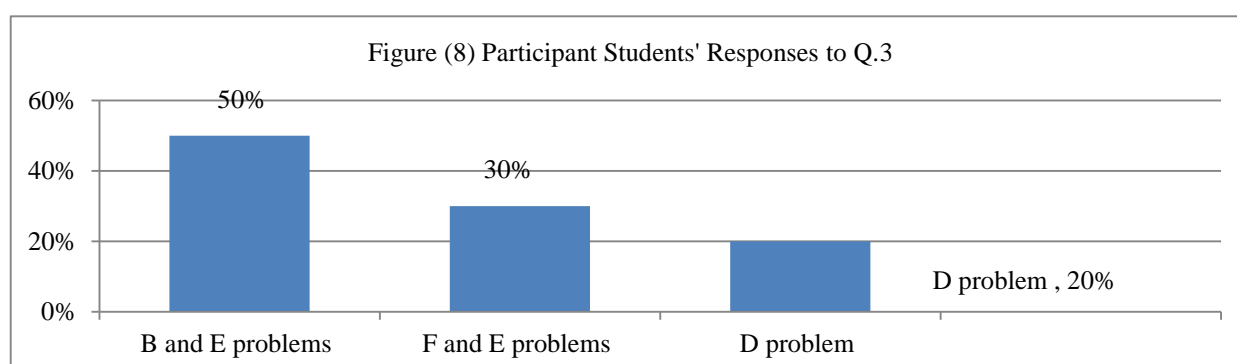
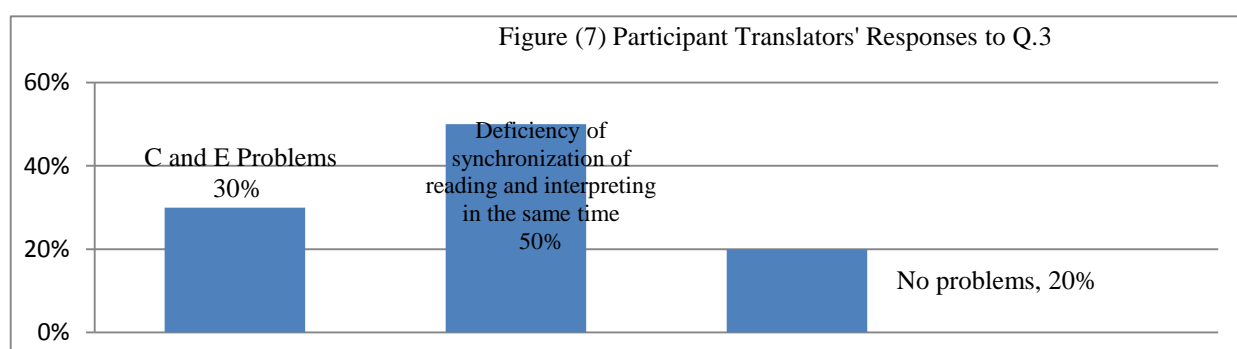
- a- Translating a SL written text into a TL written text.
- b- Translating an oral speech from one language into another language directly.
- c- Oral translation of a written text.
- d- Oral Translation of a speech from one language into another afterword.
- e- None of the above.



Question Three:

From your experience what are the problems and difficulties that you face when performing Sight Translation?

- a- No problems
- b- Weakness of background knowledge
- c- Lack of time grasping the text
- d- Misreading
- e- Lack of time finding the suitable translation equivalent
- f- Weakness of synchronization of reading and interpreting in the same time
- g- Other problems.....



Question Four:

What solutions do you suggest for such problems?

- a- Paraphrasing
- b- Avoiding the same word order
- c- Omitting information
- d- Selecting the main Idea

e- Others.....

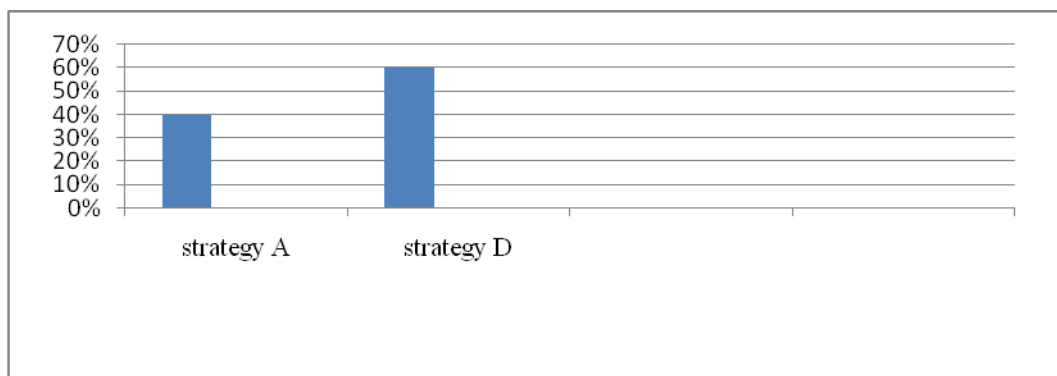


Diagram (3) Strategies chosen by participant translators

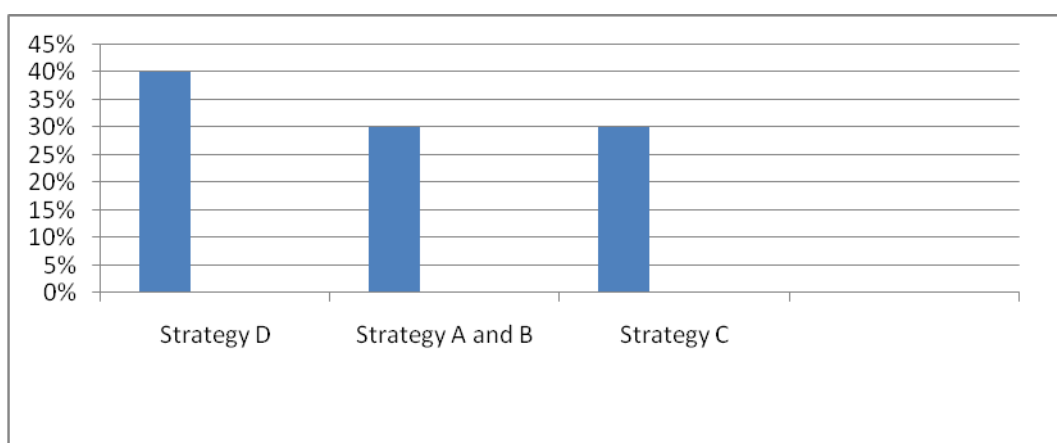


Diagram (4) Strategies chosen by participant students

Question Five:

How do you evaluate your solutions?

- a- Unacceptable
- b- Partially acceptable
- c- Acceptable

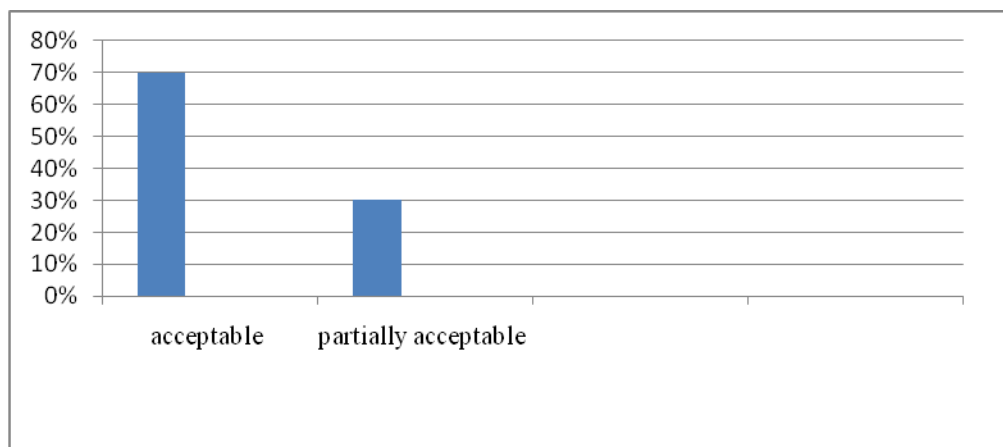


Diagram (5) Participant translators' evaluations for their choices

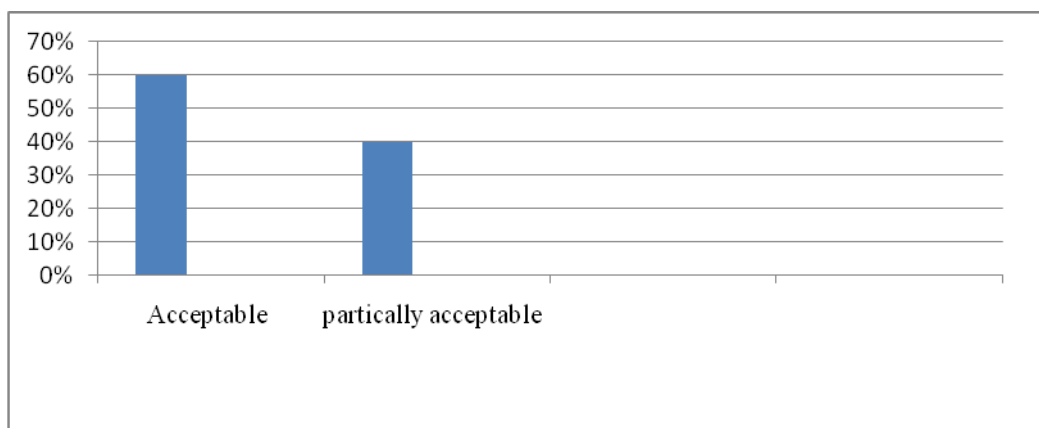


Diagram (6) Participant students' evaluation for their choices

Question Six:

Do you think Sight Translation should be integrated in other translation courses?

- a- Yes
- b- No
- c- To some extant

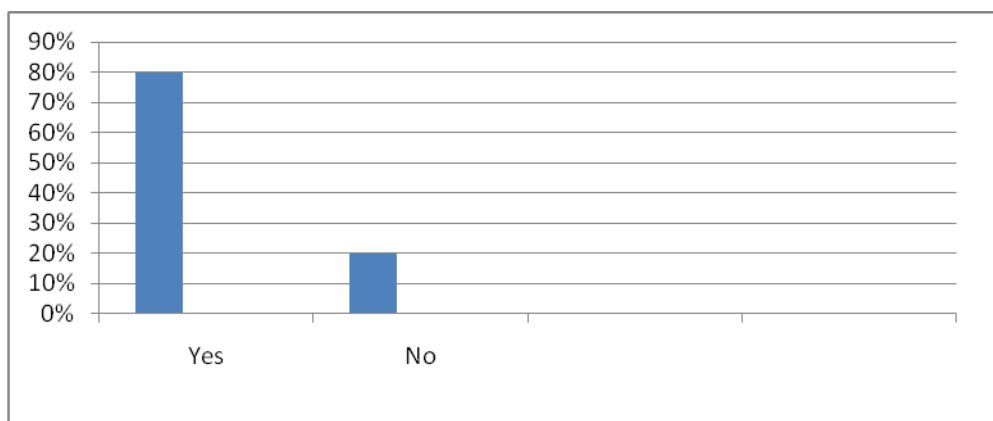


Diagram (7) Participant translators' answers to question six

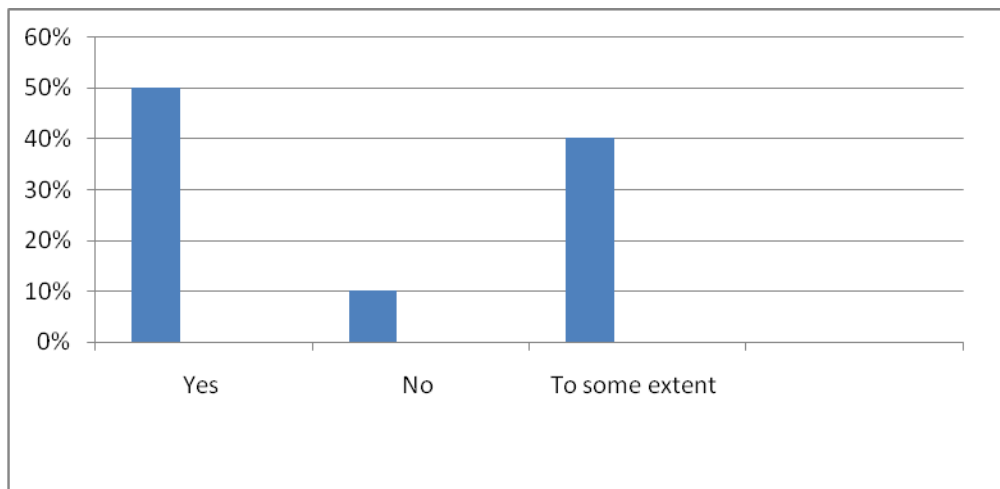


Diagram (8) Participant students' answers to question six

Question Seven:

In your opinion at what stage Sight Translation should be taught in the university?

- a- First stage
- b- Mid-stager
- c- Final stage

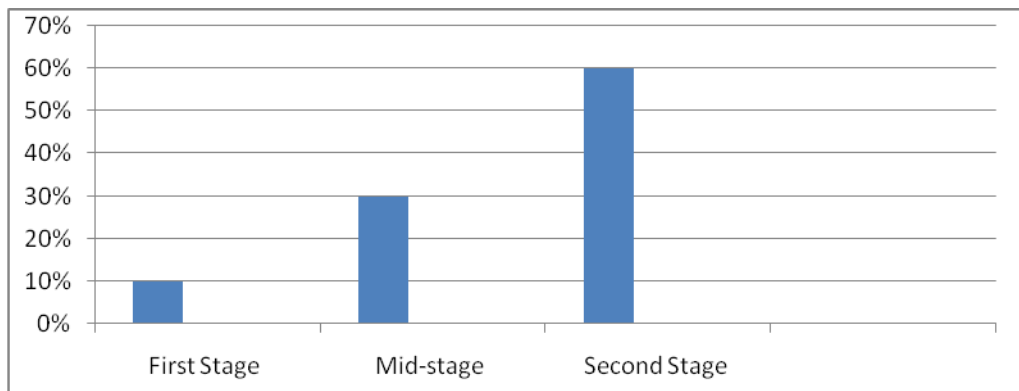


Diagram (9) Participant translators' answers to question seven

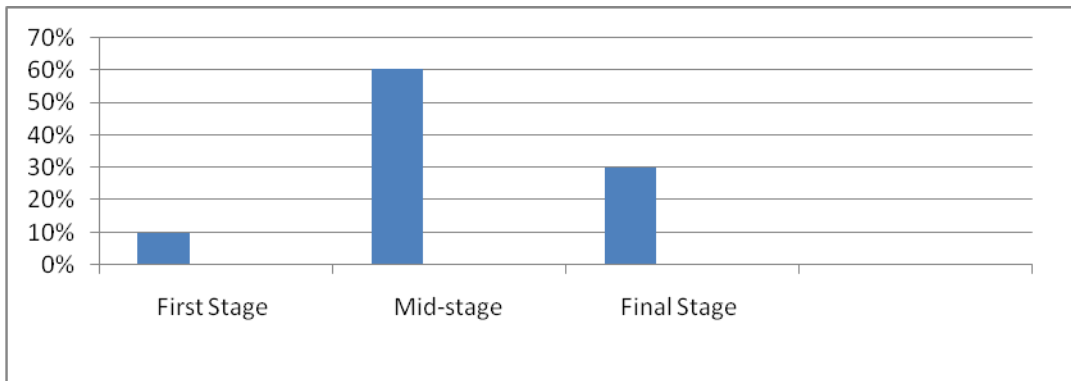


Diagram (10) Participant students' answers to question Seven

Tables

Table (1): Mistranslation in Text 1

	English word / phrase	Acceptable translation	Unacceptable translation			
1	duration of the contract	مدة العقد	مدة الاتفاقية			
2	this contract shall	يصبح هذا العقد	ينتهي هذا العقد	كان هذا العقد		
3	come into effect	ساري المفعول	على العقد ان يكون	محتمل		
4	and may be terminated	ويمكن انهاءه	وقد يستمر	يمكن ان يحدد		
5	by either	من قبل أي				
6	of the two parties	من الطرفين	تقر على احدى الاحزاب			
7	in the event of	في حال حدوث	عشية وقوع			
8	serious disagreement	خلافات خطيرة	عدم الموافقة على الظروف	عدم الاتفاق على بنود العقد		
9	beyond the control of the two parties	خارجة عن ادارة الطرفين	تحت السيطرة	خلف التحكم		
10	which compel the second party	تضطر الطرف الثاني	على الطرف الثاني ان يغادر	تكمل	تجبر فترة العقد الثانية	يكمل الحزب الثاني
11	and without receiving	ودون الحصول على	استرجاع	دون الحاجة الى		
12	any dues or indemnities	أي حقوق او تعويضات	اعطاء مدة محددة	على ما يحتاجه	أي قيمة	
13	prior notice	اشعار مسبق	أسباب مسبقة	ملاحظات مهمة		

Table (2): Mistranslation in Text 2

	English word / phrase	Acceptable translation	Unacceptable translation			
1	يتمتع	Shall enjoy	Has the ability	Can		
2	الطرف الثاني	The second party	The two parties			
3	أثناء هذا العرض	During the period of this contract	For this contract	To this show	During this offer	
4	نظام العمل	Labor law	Legal status	Legal system		
5	امتيازات	Privileges	Circumstances	regulations	confidential	obligations
6	المادة الخامسة	Article five	The fifth line	Five material		

Table (3): Mistranslation in Text 3

	Arabic word / phrase	Acceptable translation	Unacceptable translation	
1	مزاولة	pursue	have	Entitled
2	أي عمل او نشاطات اخرى	Any other work or activities	All institutions or agencies	
3	او لحسابه الخاص	Or his own interest	On his behalf	
4	الذي نص عليه	stipulated	agrees	Precise
5	مع الشركة العربية للتغذية	With the Arabic Company for nutrition	Arabic trading company	Arabian eating institute
6	عدا العمل	Other than	Without the work	
7	نشاطات اخرى	Other activities	Legal activities	

Table (4): Mistranslation in Text 4

	English word / phrase	Acceptable translation	Unacceptable translation			
1	bladder	نشاط المثانة	الغدة	المرارة	الامعاء	القولون
2	disturbance	الاضطراب	حساسية	التلف	القلق	
3	doctor's examination is required	يطلب فحص الطبيب	سيوافق الدكتور	يجب ان يعرف الطبيب		
4	lactose	اللاكتوز	الحليب			
5	treatment	العلاج	الاتفاقية	المعالجة الكيميائية		
6	before commencing	قبل البدء	قبل الاتفاق على			
7	source	مصدر	الاصل في			

Table (5): Mistranslation in Text 5

	English word / phrase	Acceptable translation	Unacceptable translation		
1	indoors	في الداخل	خارج منطقة الحدود	اماكن مغلقة	
2	risk of	مخاطر	مصابة ب	تجنب	عدوى
3	outbreaks	تفشي	هاجمت	اختراقات	هبطت
4	ducks	البط	حمام		
6	western Siberia	غرب سيبيريا	الغابة الغربية في سيبيريا		
7	roaming	تحلق	تطفو	تتواجد	يتحرك
8	Russian villages	القرى الروسية	القرى الريفية		
9	government	حكومة	البيئة		
10	domestic poultry	الدواجن المحلية	الحيوانات المحلية	المزارع الاليفة	الثروة البيئية
11	ignore	يتجاهل	يلغى		
12	in the past fortnight	خلال الاسبوعين الماضيين	الجزء الثاني خلال	الليالي الماضية	السنوات الماضية
13	dozens	عشرات	اثنتا عشر	اعداد كبيرة	
14	lake	بحيرة	نهر	شاطئ	
15	warnings	تحذيرات	القوانين المنصوصة		

Table (6): Mistranslation in Text 6

	Arabic word / phrase	Unacceptable translation	Unacceptable Translation		
1	تعتمد	Depends	Guarantees	works	Introducing-realizing
2	التطور البشري	Human development	Humanity capacity		
3	كل ما هو ممكن		needs	ability and disability	
4	الثقة	Trust	Self-confidence	Respect	
5	مقدرة	The ability of its stuff	In the sense of		
6	مكان عمل	Workplace	Work situation		
7	معايير	Conducts	rank		
8	متناغم	Harmonious	Possible help		

Table (7): Compound nouns disagreement

Text #	Verb / Noun	Acceptable translation	Unacceptable translation
2	نظام العمل	Labor law	System work
3	الشركة العربية للتغذية		Company Arabic Nutrition
6	التطور البشري	Human development	Development of humans
6	اخلاقيات اتخاذ القرار	Ethical Decision making	Making Ethical decision
3	المادة السابعة	Article Seven	Seven laws
5	Domestic poultry	الدواجن المحلية	الحيوانات الاليفة

Table (8): Parts of speech disagreements

Text #	Verb / Noun	Acceptable translation	Unacceptable translation
6	على نحو فعال	Effectively (adv)	Effective (obj)
4	Sensitive	حساساً (adj)	(N) لديك حساسية
6	اتخاذ القرار	(N) Making decision	Makes decision (v)
6	متناغم	Harmonious	Harmony

Table (9): Gender disagreement

Text #	Verb / noun	Acceptable translation	Unacceptable translation
5	flocks – are roaming	تحلق أسراب	اسراب – يحلق
6	موظفيها	Its employees	Their employees
6	تساعد	It helps	They help
4	this medicine contains	يحتوي هذا الدواء	هذا الدواء تحتوي
3	لحسابه الخاص	His own interest	Her account
3	عقده	Him contract	His contract

Table (10): Number disagreement

Text #	Verb / noun	Acceptable translation	Unacceptable translation
5	flocks – are roaming	تحلق اسراب	يخلق سرب
4	warnings	تحذيرات	تحذير
5	their government	حكومتهم	حكومتهم
6	اللاجئين الفلسطينيين	Palestinian refugees	Palestinian refugee
6	موظفيها	Its employees	Its employee
3	لا يحق للطرف الثاني	The second party may not	The second party <u>do</u> not have the right
4	this medicine contains	يحتوي هذا الدواء	هذه الادوية تحتوي
4	sugars	سكريات	سكر
3	عمل آخر	Another work	Other works
3	نشاطات اخرى	Other activities	Another activities
3	الطرف الاول	Fist party	First parties
4	doctor's examination	فحص الطبيب	فحص الاطباء

Table (11): Tense disagreement

Text #	Verb / noun	Acceptable translation	Unacceptable translation
5	flocks – are roaming	تَحلِقُ أسراب	اسراب – يحلق
4	doctor's examination	فحص الطبيب	سيقوم الطبيب بفحص
	if you were told by your doctor	إذا قيل لك	قال لك الطبيب
4	before taking this medicine	قبل اخذ هذا الدواء	إذا أخذ هذا الدواء
3	يقرّها نظام العمل	Recognized by the labor law	Was stated by the work system
2	يتمتع	Shall enjoy	Enjoyed
2	التي تنطبق على	Which apply to	Was applied
3	نص عليه	Stipulated	Is writing
5	should be kept indoors	يجب ان تبقى بالداخل	بقيت بالداخل